

MOTIVATION AS DETERMINANT OF ACADEMIC ENGAGEMENT AMONG POSTGRADUATE EDUCATION STUDENTS OF FEDERAL UNIVERSITY OF KASHERE, GOMBE STATE, NIGERIA

¹ALABI, MUTIU AYOFE (PH.D) & ² IBRAHIM LUKMAN JAHUN

¹Department of Educational Foundations, Federal University of Kashere, Gombe State

² Department of Education Foundations, Federal University of Kashere, Gombe State.

¹dralabima@gmail.com; ²Ljahun555@gmail.com

Abstract

This study examined the Motivation as determinant of Academic Engagement among Postgraduate Education Students of Federal University of Kashere, Gombe State, Nigeria. It was a descriptive research work and applied ex-post facto survey method. The population of study comprised of education postgraduate students of Federal University of Kashere Gombe State. To select the sample, proportionate sampling technique was employed to select 3 departments from the 4 departments in faculty of education. A total of 50 respondents were randomly selected from department of science education, 50 respondents were also randomly selected from department of Arts and social science education, while 100 respondents were randomly selected from department of Education foundations being the department with highest number of postgraduate students. Making a total of 200 respondents that were randomly selected as the sample for the study. Data was collected using motivation behavior scale and academic engagement scale as research instruments to test the hypotheses raised. Data was analyzed with Pearson product moment statistics at 0.05 level of significance. The result revealed a significant relationship between academic engagement and intrinsic motivation and between academic engagement and extrinsic motivation. Based on, this it was concluded that intrinsic and extrinsic motivation will enhance academic engagement of education postgraduate students. Based on the findings it was recommended among others that postgraduate students should be well motivated so as to have positive impact on their academic engagement.

Keywords: Motivation, intrinsic motivation, extrinsic motivation, academic engagement, Education.

Introduction

To be motivated means to be energized to engage in activity that will enable one to get what one wants in life. Motivation energizes and directs behavior towards achievement of needs. Motivation has been defined by scholars in different ways but every scholar agrees that motivation can be intrinsic or extrinsic. Slavin (2021) sees motivation as one of the variables that affect how behavior is mentally prepared and manifested as an action. Motivation can empower students to strive hard to achieve academic success not minding the rigors and challenges involve in academic endeavor. Academic motivation explains the behavior that has linkage with functioning and success. (Malick, De, & Mukhopadhyay, 2017). Howard et al (2021), showed the importance of motivation by referring to its positive effect on students' level of perseverance. These authors maintained that academic motives can empower students to resist the difficulties they may encounter in the learning process. Intrinsic motivation provides the fuel for various behavior and psychological processes (Cetin, 2015).

Koranteng, Wiafe and Kuada (2018) refer to academic engagement as the physical and psychological energy that students devote to academic work. Dixson (2018) refers to academic engagement as the effort taken by students to promote their psychological commitment to stay engaged in the learning process to build their knowledge and improve their critical thinking. According to Henrie, Halverson and Graham (2015), students' academic engagement refers to commitment to and effortful involvement in the context of academic learning throughout a student's entire school experience. Academic engagement has been conceptualized as the extent to which students are committed to school and motivated to learn. (Gonzalez, Paoloni, Donana; and Rinaudo, 2015). According to Hiver, Al-Hoorie, Vitta and Wu (2021), researchers have come to the conclusion that the concept of academic engagement is multidimensional and covers many aspects including Cognitive, emotional and behavioral, working together to demonstrate students' positive attitude toward learning process. Philips and Duchsene (2016) also opined that students' academic engagement can remarkably increase the likelihood of their academic success. Hivers and Al- Hoories (2020), maintained that student motivation can be dramatically influenced by their perception and attitudes towards their instructors, course content and their learning environment. In the same vein, Domyei (2020) also opined that students' motivation can be influenced by their opinion about their teachers' personal and interpersonal behavior

Researches by Gonzalez et al,(2015) and Oriol et al,(2016) on academic engagement focused on diversity of topics related to students, including task value, class participation, perceived control and self-efficacy, self-esteem, emotional intelligence and well- being. Froiland and Oros (2014) asserted that both intrinsic and extrinsic motivation of pupils can favorably influence their academic performance. This is to buttress the fact that student academic motivation is valuable in instruction-learning environment. Brevia and Galindo (2020) observed that the degree or quality of motivation varies to different levels based on self-determined functioning. Whereas, Bravo, Intriago, Holgium, Garson and Arcia (2017) opined that all level or types of motivation stem from two main types which are intrinsic and extrinsic motivation. To support this, Howard, Bureau, Guay, Chong and Ryan (2021) also showed the importance of motivation by referring to its positive effect on students' level of perseverance. They pronounced that academic motives can empower students to resist frustration they may experience during academic process.

Effective learning can be achieved if students are actively engaged in classroom and learning activities. Scholars explained the importance of academic engagement with regards to academic success of students. Philip and Duchesne (2016) postulated that students' academic engagement can remarkably increase the likelihood of their academic success. According to Harboura, Luaren, Chris and Lindssay (2015), the more students engage in academic activities, the more successful they are. Cetin, Eymur, Southerland, Walker and Whittington (2018), posited that life-long learners are active rather than passive ones that need to be motivated or inspired either intrinsically or extrinsically. Zhoc, Webster, King and Chung (2019), observed that student engagement in the higher institution is a multidimensional construct that involves, the active participation, involvement, and investments of students in their learning process. This shows that postgraduate students need intrinsic motivation to be fully engaged in their academic work. Blended learning situation encourages interaction between intrinsic, extrinsic motivation and learning outcome and it has been discovered by researchers that in a blended learning situation, both intrinsic and extrinsic motion have positive correlation with learning performance, especially intrinsic motivation. (Peng &Fu, 2021).

However, it should be noted that intrinsic motivation alone might not enhance academic engagement because not all academic task and activities are interesting and enjoyable. Therefore students need

extrinsic motivation also to help to enhance their academic engagement. According to Lee, Capraro, Capraro; and Bicer (2022), some factors of emotional engagement such as, self-acknowledgement, self-value, attitude have a complex relationship with extrinsic and intrinsic motivation. There are empirical literature relating to motivation and academic engagement.

In a study of 323 junior and senior high school students in Liberia as participants, Gbollie and Keamu (2017) confirmed a positive significant relationship between motivational beliefs and learning strategies use by student. Martins and Eliot (2016) discovered that personal mastery goals predicted higher motivation and engagement. Wang, Qiao and Chiu (2017) revealed that increasing students' motivation is related to students' engagement with practice learning in behavioral, emotional and agentic dimensions. Nayir (2017) investigated the relationship between student motivation and class engagement level. The study showed that motivation level is related to class engagement, that vocational students are affected more by motivational factors and that motivational level decreases as grade level increases. Nayir (2017) also discovered that mastery-oriented learning is a significant predictor of all dimensions of class engagement.

Result of study by Frioland and Worell (2016) discovered intrinsic motivation, to affect behavioral engagement of 1,575 students from ethnically and racially diverse high school in San Francisco Bay area. Frioland and Worell (2016) also revealed in their study that intrinsic motivation is strongly associated with engagement and indirectly associated with academic performance via engagement. Frioland and Oros (2014) confirmed that both intrinsic and extrinsic motivation of pupils can positively influenced their academic performance. Azila-Gbettor, Mensah, Abiemo and Bokor (2021), carried out a study on 512 higher education students, the result of the researched found the relationship between intrinsic motivation and intellectual engagement to be positive and significant. Azila-Gbettor et al (2021) also found the relationship between intrinsic motivation and peer engagement to be positive and significant.

It was revealed in the result of research conducted by Atik and Celik (2021) that academic motivation had positive effect on the engagement of teacher candidates. Atik et al (2021) also discovered that the engagement of teacher candidate had positive effect on their academic achievement. The study of Atik et al (2021) shows positive support of student motivation to educational process of teacher candidates. Myint and Khaing (2020) carried out meta-analysis at the university level and the result showed that academic engagement is associated with motivation, self-efficacy expectances, a possible personal cause of engagement, lecturers' teaching style, a contextual cause and performance and academic satisfaction.

The findings from the research conducted by Orhan-ozen (2017) revealed a positive relationship between motivation and student achievement. Mutamiah and Widanti (2020) carried out research on motivation and student engagement and the result of the research showed learning motivation has an effect on student engagement. This according to Mutamiah et al (2020) means that learning motivation can be used as a predictor of student engagement. Mutamiah et al (2020) also reported that the result indicated that the higher the motivation to learn, the higher the student engagement. In a study carried out by Lee (2014), it was revealed that student engagement is a significant predictor of academic performance and it was recommended that engagement should get more attention from educators who design school intervention programs. Trevino and Defreitas (2014) discovered in their study that positive academic outcome resulting from academic setting that promotes intrinsic motivation. Trevino et al also asserted that students could increase their intrinsic motivation and subsequent academic achievement by focusing on satisfaction and pleasure of education rather than external reward. Froiland et al and Xiang , Agbuga, Liu and McBride (2017) maintained that

intrinsically motivated students tended to show positive motivational responses such as positive competence perceptions, interest in learning and high level participation in physical activity.

Some studies focused on extrinsic motivation as determinant of academic engagement of students. For example, Le, Cui and Zhou (2018) established in their study that there was a medium of positive correlation between all components of student engagement and academic achievement. They concluded that a higher level of overall, behavioral, emotional and cognitive engagement was associated with higher academic achievement. Ramirez-Arellano et al (2019) discovered that blended learning environment enables motivational factors to positively affect students' overall grades. The findings of study carried out by Parsons, Malloy, Parsons and Burrow bridge (2015) revealed that student were mostly engaged when they were able to collaborate and received appropriate support during academic tasks.

Statement of the problem

Motivation is strong factor to encourage students to be committed and put expected effort to learning. Motivating students to engage fully in academic activities is a great concern to stakeholders in education. It is one thing for students to be motivated, it is another thing to be successful. Therefore motivation to engage in academics and succeed is very important in the academic life of students. Motivation can be intrinsic which is engaging in academic due to self-determination, interest, effort, inherent satisfaction, and so on. Motivation can be extrinsic which is to be energized to commit to academic due to external factors like reward, gains and punishment.

Although students especially at higher level of education might engage in academic due to intrinsic motivation like internal factors but thinking of the reward involve which is extrinsic may not motivate postgraduate students to engage in academics. Absence of motivation is a major hindrance to learning and it is lack of motivation that is the result of low standard of education. Again, there is going to be problem of engaging in academic activities by postgraduate students if after registering for postgraduate studies they are not well motivated. Therefore motivation of the two types are very important in academic engagement and success.

Objectives of the Study

This study focus on the following objectives:

1. To determine the significant relationship between intrinsic motivation and academic engagement of postgraduate education students.
2. To determine the significant relationship between extrinsic motivation and academic engagement of postgraduate education students.

Hypotheses

The following hypotheses were raised and tested in this study:

1. There is no significant relationship between intrinsic motivation and academic engagement of education postgraduate students.
2. There is no significant relationship between extrinsic motivation and academic engagement of education postgraduate students.

Methodology

The study adopted survey research method of ex-post facto type as the research design. Survey method is relevant in this study in order to measure the opinion of the participants on the issue relating to motivation and academic engagement. A five-point Likert scale was adopted for the questionnaires

which was used to measure participants’ opinion on issues relating to motivation and academic engagement. The population for the study consisted of postgraduate students of federal university of Kashere, Gombe state. To select the sample, purposive sampling method was used to select the three departments that are currently engaging in postgraduate studies in faculty of education, Federal university of Kashere. Proportionate and Simple random sampling techniques were adopted to select a total of 200 postgraduate education students in the three departments. Firstly proportionate sampling was used to select 3 departments from among the 4 departments in faculty of education. To obtain the total sample for the study, 50 postgraduate students were randomly selected from department of science education, while 50 postgraduate students were also selected randomly from department of Arts and Social science. A total of 100 postgraduate students were also selected from department of Education foundations. This is because education foundations has the highest number of postgraduate students. The total sample was 200 postgraduate students. The data for the study was collected with the use of questionnaire administration. The questionnaire was structured into four parts. The first part focused on the demographic features of the participants. The second part comprised of items on intrinsic motivation issues while the third part comprised items on extrinsic motivation. The fourth part comprised of items on academic engagement. Motivation and academic engagement questionnaires were self-designed instruments. The reliability of the instruments was measured through pilot testing and Cronbach’s statistical tool was employed to check the consistency and accuracy of the measurement scales. A reliability coefficient of 0.75 was obtained for motivation scale while reliability coefficient of 0.73 was obtained for academic engagement scale which indicates that the items in the instruments measured motivation and academic engagement. The questionnaire was administered personally by the researchers to the participants selected among the postgraduate students. The total population of postgraduate education students was 300 in number as of the time the study was carried out. A total sample of 200 postgraduate students was randomly selected among the students using sample size selection technique of Krejice and Morgan (1970). The completed questionnaires were collected and collated for data analysis. Pearson’s’ product moment statistic method was used to analyze the data at 0.05 level of significance.

Results

Hypothesis One: There is no significant relationship between intrinsic motivation and academic engagement of postgraduate students.

Table 1: P.P.M.C Table Showing the Relationship between Intrinsic Motivation and Academic Engagement.

Variables	No	Mean	S.D.	df	r. Cal.	Sig	D
Intrinsic Motivation	200	11.988	2.26				
Academic Engagement	200	57.10	5.39	198	0.87	0.00	**

** (Significant at 0.05 critical region)

Table 1 shows the results obtained from testing hypothesis one. From the table, it is shown that r. calculated is 0.87, degree of freedom is 198 and significance is 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between intrinsic motivation and academic engagement of postgraduate students.

Hypothesis Two: There is no significant relationship between extrinsic motivation and academic engagement of postgraduate students.

Table 2: P.P.M.C Table Showing the Relationship between Extrinsic Motivation and Academic Engagement

Variables	No	Mean	S.D.	df	r. Cal.	Sig	D
Intrinsic Motivation	200	14.88	1.93				
Academic Engagement	200	57.10	5.39	198	0.73	0.00	**

** (Significant at 0.05 critical region)

Table 2 shows the results obtained from testing hypothesis two. From the table, it is shown that r. calculated is 0.73, degree of freedom is 198 and significance is 0.00. Since the significant level is less than 0.05, the null hypothesis is rejected. Thus, there is a significant relationship between extrinsic motivation and academic engagement of postgraduate students.

Discussion

The first hypothesis shows that there is a significant relationship between intrinsic motivation and academic engagement of education postgraduate. This means intrinsic motivation has a positive relationship with academic engagement and implies that it is when Postgraduate students are intrinsically motivated that they fully engaged in their academic activities. This finding is in line with the findings from the research conducted by Orhan-ozen (2017) which revealed a positive relationship between motivation and student achievement. Similarly, this finding corroborates with Mutamiah and Widanti (2020) research on motivation and student engagement and the result of the research showed learning motivation has an effect on student engagement. This according to Mutamiah et al (2020) means that learning motivation can be used as a predictor of student engagement. Mutamiah et al (2020) also reported that the higher the motivation to learn, the higher the student engagement.

The result obtained from the second hypothesis confirm a significant relationship between extrinsic motivation and academic engagement of postgraduate students. This is an implication that, although postgraduate students might be intrinsically motivated to engage in their academic rigor, they still need extrinsic motivation like increased income, sponsors and promotion in their work place especially after the completion of their postgraduate program. This result agrees with the findings of a study of 323 junior and senior high school students in Liberia as participants, Gbollie and Keamu (2017) confirmed a positive significant relationship between motivational beliefs and learning strategies use by student. Martins and Eliot (2016) discovered that personal mastery goals predicted higher motivation and engagement. Wang, Qiao and Chiu (2017) revealed that increasing students' motivation is related to students' engagement with practice learning in behavioral, emotional and agentic dimensions. Nayir (2017) investigated the relationship between student motivation and class engagement level. The study showed that motivation level is related to class engagement, that vocational students are affected more by motivational factors and that motivational level decreases as grade level increases. Nayir (2017) also discovered that mastery-oriented learning is a significant predictor of all dimensions of class engagement.

Conclusion

This study examined motivation as a determinant of academic engagement among education postgraduate students of Federal University of Kashere, Gombe state, Nigeria. The study made use of two hypotheses to guide the study and the data analysis revealed a significant relationship between intrinsic motivation and academic engagement of education postgraduate students. It was also discovered in the study that there is a significant relationship between extrinsic motivation and academic engagement of education postgraduate students. The study concluded that, although postgraduate students might be intrinsically motivated, the set of students still need extrinsic motivation like, sponsors, improved remunerations and promotion in their workplace specially after they might have completed their post graduate program.

Recommendations

Based on the results of the study the following recommendations are made:

1. That postgraduate students should ensure they are motivated intrinsically before engaging in their postgraduate studies.
2. They should have expectation that they will get extrinsic motivation when they successfully complete their postgraduate studies in form of increase income, promotion and more recognition in their workplace, family and society and they should put in their best in their academic engagement.
3. Government and private organizations should be ready to encourage them by giving them support for these set of students to engage in postgraduate programme.
4. Also, government and private organization should give them assurance of adequate compensations after the successful completion of their postgraduate studies.
5. Families and society where the students are habituating should also encourage them through adequate recognition after the successful completion of their postgraduate programme.
6. Finally, that those who intend to engage in postgraduate studies especially the unemployed ones should not be tired of furthering their education due to unemployment but there is hope of getting highly placed employment opportunities in future with their postgraduates certificates.

References

- Atik, S., & Çelik, O. T. (2021). Analysis of the relationships between academic motivation, engagement, burnout and academic achievement with structural equation modelling. *International Journal of Contemporary Educational Research*, 8(2), 118-130. <https://doi.org/10.33200/ijcer.826088>
- Azila-Gbetteor, E.D, Mensah, C, Abieno M.K, Bokor, M. (2021). Predicting student engagement from self-efficacy and autonomous motivation: A cross sectional study. *Educational Leadership & Management. Cogent Education*, 8:1, 1942638, Doi: 10.1080/2331186X.2021. 1942638. <https://doi.org/10.1080/2331186X.2021.194238>
- Bravo, J.C., Intriago, E, A., Holgium, J.V., Garzon, G.M., and Arcia, L,O. (2017).). Motivation and autonomy in learning english as foreign language : a case study of ecuadorian college students. *English Language Teaching*, 10(2), 100–113. <https://doi.org/10.5539/elt.v10n2p100>
- Breva, A., Galindo, M.P. (2020). Types of motivation and eudemonic well-being as predictors of academic outcomes in first-year students: A self-determination theory approach. *Psych. Journal*, 9(5), 609-628. <http://doi.org/10.1002/psyj.361>
- Cetin, B. (2015). Academic motivation and self-regulated learning in predicting academic achievement in college. *Journal of International Education Research*, 11(2), 95-106.
- Cetin, P, S., Eymur, G., Southerland S, A., Walker, J., and Whittington, K. (2018). Exploring the

- effectiveness of engagement in a broad range of disciplinary practices on learning of Turkish high –school chemistry students. *International Journal of Science Education* 40(5), 473-497. DOI: 10.1080/09500693.2018.1432914
- Dixson, M.D. (2018). Measuring Student Engagement in the Online Course: The Online Student Engagement Scale (OES). *Online Learn.* 19, 51-65.
- Dörnyei, Z. (2020). *Innovations and Challenges in Language Learning Motivation*. New York, NY: Routledge.
- Froiland, J. M., and Oros, E. (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educ. Psychol.* 34, 119–132. doi: 10.1080/01443410.2013.822964
- Froiland J.K, and Worell F.C. (2016). Intrinsic motivation learning goals, engagement, and achievement in a diverse high school. *Psychology in in the schools*, 53(3), 321-336. <http://doi.org/10.1002/pits.21901>
- Froiland, J.M, and Oros, E (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Education Psychology* 34, 119-132. Doi: 10.1080/014434102013, 822964
- Froiland, J, M., and Worrell, F, C. (2017). Parental autonomy, community feeling and student expectation as contributors to later achievement among adolescents. *Educational Psychology*, 37(3), 261-271.
- Gbollie C, and Keamu, H.P. (2017). Student Academic Performance: The Role of Motivation, Strategies, and Perceived Factors Hindering Liberian Junior and Senior High S chool Students Learning. *Hindawi Education Research International*. Article ID1789084, 11pages <https://doi.org/10.1155/2017/1789084>
- Gonzalez, A., Paoloni, P.V., Donana, D., and Rinaudo, C. (2015). Behavioral engagement and disaffection in school activities: exploring a model of motivational facilitators and performance outcome. *Anal. Psychol.* 869-878. Doi: 10.6018/analesps.32.176981
- Harboura, K, E., Lauren, L, E., Chris, A, S., and Lindsay, E, H. (2015). A brief review of effective teaching practices that maximize student engagement. *Preventing school failure: Alternative Education for children and youth.* 59(1), 5-13 <https://doi.org/10.1080/1045988x.2015.919136>.
- Henrie, C.R., Halverson, L. R., and Graham, C.R, (2015). Measuring student engagement in technology-mediated learning: A review, *Computers & Education*, 90, 36-53.doi: 10.1016/j.compedu.2015.09.005
- Hiver, P., and Al-Hoorie, A. H. (2020). Reexamining the role of vision in second language motivation: a preregistered conceptual replication of you, Dörnyei, and Csizér (2016). *Lang. Learn.* 70, 48–102. doi: 10.1111/lang.12371
- Hiver, P, Al-Hoorie, A.H, Vitta, J.P, and Wu, J. (2021). Engagement in Language Learning as systematic review of 20 years of research methods and definitions. *Lang. Teach. Res.* Doi: 10.1177/1362188211001289
- Howard, J. L., Bureau, J., Guay, F., Chong, J. X., and Ryan, R. M. (2021). Student motivation and associated outcomes: a meta-analysis from self-determination theory. *Perspect. Psychol. Sci.* doi: 10.1177/1745691620966789
- Koranteng, F. N., Wiafe, I., and Kuada, E. (2018). An Empirical Study of Relationship between Social Networking Sites and Students’ Engagement in Higher Education. *Journal of Education Research Computing.* 0(0), 1-29. Doi: 10.1177/0735633118787528
- Le, H., Cui, Y., and Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social behavior & personality: An International Journal*, 46(3), 517–528. <https://doi.org.10.2224/sbp.7054>
- Lee, Y., Capraro, R. M., Capraro, M. M., and Bicer, A. (2022). Cultural affordance, motivation, and affective mathematics engagement in Korea and the US. *Math. Educ. Res.* 25, 21–43. doi: 10.7468/jksmed.2022.25.1.21
- Mallick, S.K, De, K.K. and Mukhopadhyay, R. (2017). Academic motivation of secondary school students: A critical study. *European journal of Education Studies*, 4(3), 661-674.

<http://dx.doi.org/105.281/zenodo.546728>

- Martin, J.A, and Elliot, J.A. (2016). The role of personal best (PB) and dichotomous achievement goals in students' academic motivation and engagement: a longitudinal investigation, *Education psychology*, 36(7), 1282-1299
- Martin, A.J. (2013). Improving the achievement motivation, and engagement of students with ADHD: the role of personal goals and other growth-based approaches. *Journal of Psychological School*. 23, 143-155. Doi: 10. 1017/jgc2013, 4
- Myint, K, M., and Khaing, N, N. (2020). Factors influencing academic engagement of university students: A meta-analysis study. *J.Myanmar Acad. Arts Sc.*, 9(18), 185-197.
- Nayir, F. (2017). The Relationship between student motivation and class engagement levels. *Eurasian Journal of Educational Research*. 71, 59-78, DOI: 10.14689/ejer.2017.71.4
- Orhan-Ozen, S. (2017). The Effect of Motivation on Student. Chapter 3. DOI 10.1007/978-3-319-56083_3
- Oriol, X., Lira, M.M., Covarrubia, C. G., and Molina, V. (2016). Positive emotions, autonomy support and academic performance of university students: the mediating role of academic engagement and self-efficacy. *Journal of Psychodidactics*. 21. doi: 10.1387/Revpsipdidact. 14280.
- Parsons, S, A., Malloy, J, A., Parsons, A, W., and Burrowbridge, S, C. (2016). Sixth-grade students' engagement in academic tasks. *The Journal of Educational Research*. 111(2), 232-245/
- Peng, R. Z., and Fu, R. R. (2021). The effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. *Australasian Soc. Comput. Learn. Tertiary Educ.-Ascilite* 37, 61–74. doi: 10.14742/ajet.6235
- Philip, J, and Duchesne, S. (2016). Exploring engagement in in tasks in the language classroom. *Annu. Rev. Appl. Linguistic*. 36, 50-72 doi; 10.1017/S0267190515000094
- Ramirez-Arellano, A., Bory-Reyes, J., and Hernández-Simón, L. M. (2019). Emotions, motivation, cognitive–metacognitive strategies, and behavior as predictors of learning performance in blended learning. *J. Educ. Comput. Res*. 57, 491–512. doi: 10.1177/0735633117753935
- Slavin, R. E. (2021). *Educational psychology: Theory and practice*. Pearson.
- Trevino, N, N., and Defreitas, S, C. (2014). The relationship between intrinsic motivation and academic achievement for first generation Latino college students. *Social psychology Education*, DOI 10.1007/g11218-013-9245-3
- Wang, y, Qiao, D, and Chiu, E. (2017). Student Engagement Matters: Self-Determination Perspectives on Chinese Perceived Competence after Practice Learning, *British Journal of Social Work*, 10(4), 423-428
- Widanti, N. S. (2018). In proceedings of 3rd international conference on psychology in Health, Educational, Social and Organizational settings (Vcp-Hesos, 2018) - Improving mental Health and Harmony in School Community. Pages 486-493. Isbn: 478-989-758-435-0
- Widanti, N. S. (2018). In proceedings of 3rd international conference on psychology in Health, Educational, Social and Organizational settings (Vcp-Hesos, 2018) - Improving mental Health and Harmony in School Community. Pages 486-493. Isbn: 478-989-758-435-0
- Xiang, P., Agbuga, B., Liu, j., and McBride, R, E. (2017). Relatedness need satisfaction, intrinsic motivation, and engagement in secondary school physical education. *Journal of Teaching in physical education*, 36, 340-352.
- Zhoc, K. C., Webster, B. J., King, R. B., Li, J. C., & Chung, T. S. (2019). Higher education student engagement scale (HESES): Development and psychometric evidence. *Research in Higher Education*, 60(2), 219–244. <https://doi.org/10.1007/s11162-018-9510-6>