

LEVEL OF LEARNING ENVIRONMENT AND MOTIVATION AMONG CRIMINOLOGY STUDENTS IN DAVAO ORIENTAL STATE UNIVERSITY-CATEEL CAMPUS

Pretchie S. Andoyo¹, Ralph C. Simacon², Jilla Mae D. Susada³

*Bachelor of Science in Criminology, Davao Oriental State University, Mahan-ob, Cateel,
Davao Oriental, Philippines*

ABSTRACT

This study measured criminology students' learning environment and motivation levels at Davao Oriental State University - Cateel Campus. The data was gathered from students in the Criminology program utilizing adapted questionnaires. In this study, the predominant age group of respondents was emphasized, primarily falling between 21 to 23 years old (48.35%), with a balanced sex distribution, slightly favoring males (51.24%), and a notable representation from third-year students (30.99%). The average rating for the learning environment was 3.60, categorized as Often. Mean scores for intrinsic and extrinsic motivation were 4.10 and 4.19, respectively, interpreted as often. A strong and significant correlation was found between motivation and the learning environment, with a Pearson correlation coefficient of 0.706, emphasizing the close relationship between these aspects of students' educational experiences. Given the strong link between motivation and the learning environment, institutions may focus on initiatives like mentorship programs or student-led efforts to create a supportive and collaborative learning atmosphere.

Keywords: *Intrinsic, extrinsic, motivation, learning environment, diversity values, positive classroom environment, personal negative experiences, persistent in major courses*

1. INTRODUCTION

It, many students need help finding the intrinsic and extrinsic drives needed to excel academically, leading to decreased performance, disengagement, and even dropout rates (Chitrakar & Nisanth, 2023).

On the other hand, in the Philippine context, despite governance by the Commission on Higher Education (CHED) and regulation by the Professional Regulation Commission (PRC) (Lomer & Lim, 2022), persistent challenges such as outdated curricula, resource inadequacies, and insufficient industry partnerships affect the quality of education and student outcomes in criminology programs since these can impact their academic performance and motivation (Inga et al., 2021; Alday et al., 2020). The problems include poor infrastructure, dangerous circumstances, inadequate storage space, and a lack of equipment. If these problems are not resolved, they may have a detrimental effect on the educational experience of the students (Patalinghug et al., 2023). Therefore, it is critical to act quickly to fix these shortcomings and give the students the tools and assistance they need to succeed academically (Patalinghug et al., 2023).

Several learning environment factors contribute to intrinsic and extrinsic motivation in learning (Malone & Lepper, 2021). Firstly, a positive classroom environment fosters intrinsic motivation by creating a space where students feel encouraged, supported, and engaged in their learning journey (Nair &

Fahimirad, 2019; Walsh et al., 2020; Elmi, 2020). Secondly, recognizing and celebrating diversity enriches the learning experience and instills a sense of belonging and purpose among students, enhancing intrinsic and extrinsic motivation. (Neblett, 2019; Prilleltensky & Nelson, 2017; Johnson, 2017)

Personal negative experiences can also be powerful motivators, driving individuals to overcome challenges, learn from setbacks, and strive for improvement (Sverdlik et al., 2018; Bücker et al., 2018; Willis et al., 2019). Lastly, persistence in major courses cultivates both intrinsic and extrinsic motivation as students develop a deep sense of commitment to their chosen field of study, fueling their desire to excel and succeed in their academic pursuits (Burrus et al., 2013; Dweck et al., 2014; Wilkins-Yel et al., 2018). Thus, together, these factors create a dynamic and multifaceted motivational landscape that empowers learners to thrive and achieve their educational goals.

The learning environment profoundly affects students' motivation and engagement (Braver et al., 2014; Adamma et al., 2018; Jacob, 2023). Positive classroom dynamics, diversity values, and support for addressing negative experiences foster intrinsic and extrinsic motivation (Loes et al., 2012; Roksa et al., 2017; Bryant, 2017). Thus, understanding the learning environment and motivation levels among criminology students at Davao Oriental State University-Cateel Campus is crucial. So, the researchers want to determine the level of learning environment and motivation among criminology students at Davao Oriental State University- Cateel Campus.

2. METHODOLOGY

2.1 Research Design

This study employed a quantitative research design to quantify the gathered data, allowing for generalization and formulating conclusions about the sampled population. Quantitative research design systematically collects and analyzes numerical data to address research questions or test hypotheses (Mohajan, 2020; Ghanad, 2023). In this type of research, data was typically collected through structured instruments such as surveys, questionnaires, or experiments and was analyzed using statistical techniques to identify patterns, relationships, or trends (Mohajan, 2020; Ghanad, 2023). The primary objective of quantitative research was to quantify variables and measure their effects objectively, allowing researchers to draw statistically valid conclusions and make generalizations about the population being studied (Mohajan, 2020; Ghanad, 2023).

2.2 Research Procedure

From the conception of the study. First, the researcher sought ethical clearance from the Research Ethics of Davao Oriental State University. Second, we gave a letter requesting the total population of the respondents from the registrar. Third, a letter of permission to conduct the study was addressed to the school. Fourth, upon approval, the administration of questionnaires proceeded. Fifth, the respondents were informed of the study's purpose through the informed consent form before answering the questionnaires. Identified respondents received the questionnaires and were instructed to answer them without a time limit. And lastly, after conducting the survey, the researcher retrieved and tallied the questionnaires. A statistician then analyzed the data gathered.

3. RESULTS AND DISCUSSION

3.1 The Profile of the Respondents

Understanding the demographic composition of respondents is crucial for any study to contextualize findings accurately. Table 3 presents a comprehensive breakdown of demographic data, highlighting the age distribution, sex ratio, and year-level representation among participants. This breakdown is foundational for further analysis and interpretation of the study's outcomes.

Table 3 reveals a notable age distribution, with the majority falling within the 21 to 23-year-old bracket, comprising 48.35% of the sample. Additionally, the age group of 18 to 20 constitutes a significant portion, accounting for 41.74%. Also, the data exhibit a balanced distribution in terms of sex, with a slight majority of male participants at 51.24%, closely followed by females representing 48.76% of the total population. Notably, the highest number of respondents originates from the third year, constituting 30.99% of the total sample, followed closely by first-year students, comprising 30.17%.

Recent research highlights the significant influence of demographic characteristics on the learning environment and motivational dynamics among criminology students. Age demographics, particularly those aged 21 to 23, shape educational experiences and career aspirations, indicating a critical developmental stage where academic engagement and future trajectories are profoundly impacted (Cebu, 2023). Additionally, gender distribution introduces considerations for motivational factors and career aspirations (Aguillon et al., 2020). On the other hand, academic progression across different years reveals varied stages of educational maturity, with third-year students focusing on specialization and career preparation. In contrast, first-year students provide insights into early encounters with criminology coursework and initial motivational triggers (Owusu-Agyeman & Mugume, 2023).

Table 3. Profile of respondents according to age, sex, and year level

DEMOGRAPHIC DATA	DEMOGRAPHIC BREAKDOWN	FREQUENCY	PERCENTAGE
Age	18 to 20 years old	101	41.74
	21 to 23 years old	117	48.35
	24 to 26 years old	21	8.68
	27 to 29 years old	1	0.41
	30 years old and above	2	0.83
	TOTAL	242	100.0
Sex	Male	124	51.24
	Female	118	48.76
	TOTAL	242	100.00
Year Level	First Year	73	30.17
	Second Year	64	26.45
	Third Year	75	30.99
	Fourth Year	30	12.40
	TOTAL	242	100.00

3.2 Level of Learning Environment Among Criminology Students

Comprehending the criminology program's learning environment is critical to supporting students' academic achievement, personal development, and professional advancement. This investigation offers essential insights into the complex structure of the educational experience within the criminology subject by exploring four unique categories: persistence in major courses, personal negative experiences, diversity values, and positive environment.

The data presented in Table 4 reveals that a *positive classroom environment* garnered a total mean of 4.01 with a standard deviation of 0.63, which indicates that behaviors, practices, or conditions associated with a positive environment occur frequently, though not always consistently. This aligns with the literature that underscores the significance of a supportive and inclusive learning environment for students' overall development and academic success (Wang & Degol, 2016; Baars et al., 2021).

Positive Classroom environments reduce stress, foster a sense of belonging, and enhance emotional well-being, promoting active participation and collaboration (Osterman, 2023). As indicated by the data, the frequent occurrence of a positive environment supports the notion that such an environment is integral to encouraging student engagement, motivation, and academic performance (Hargreaves & Shirley, 2021; Sagers, 2020). Additionally, the high mean value suggests that the criminology program effectively implements practices that contribute to a positive learning atmosphere, which is crucial for nurturing students' resilience, adaptability, and long-term success (Stronge & Xu, 2021; Lucas & Spencer, 2018).

Also, the data from Table 4 indicated that *Diversity Values* obtained a total mean of 4.06, falling comfortably within the Often interpretation, with a similar pattern to that of Positive Classroom Environment. This suggests that Diversity Values occur frequently within the learning environment, underscoring the importance of embracing diverse perspectives and experiences. This finding resonates with the literature emphasizing the significance of inclusivity and diversity in fostering a supportive and enriching educational atmosphere (Altinay et al., 2020; Chambers et al., 2023). By actively promoting

diversity values, institutions create a culture of respect, appreciation, and understanding among students from various backgrounds (Hymel & Katz, 2019; Soloman, 2023). Furthermore, the high mean value underscores the commitment of the criminology program to nurturing an inclusive learning environment that encourages students to engage with diverse viewpoints, promoting critical thinking and empathy (Neblett, 2019; Prilleltensky & Nelson, 2017).

On the other hand, the data provided in Table 4, revealing a mean of 2.31 and a standard deviation of 0.89 for *Personal Negative Experiences*, suggests that negative experiences are infrequent within the learning environment. This finding aligns with the literature emphasizing fostering a supportive and inclusive atmosphere (Bücker et al., 2018). It also resonates with research highlighting the detrimental impact of negative experiences on students' well-being and academic performance (Hallett & Freas, 2018; Sverdlik et al., 2018). Therefore, the relatively low mean value underscores the effectiveness of the criminology program in creating a safe and nurturing atmosphere where students are less likely to encounter adverse encounters or circumstances.

Lastly, Table 4 highlights that criminology students' *Persistence in Major Courses* attained a total mean score of 4.03 and a standard deviation of 0.72, also falling within the Often interpretation. This suggests that behaviors, practices, or conditions associated with persistence in major courses frequently happen in the learning environment. This finding resonates with the literature emphasizing students' challenges in maintaining motivation and dedication to their coursework (Habley et al., 2012; Burrus et al., 2013; Concannon et al., 2019). It underscores potential obstacles, such as difficulty grasping complex concepts or limited access to resources, which may hinder students' persistence in their major courses. Therefore, the criminology program may benefit from implementing strategies to foster more remarkable persistence among students, such as providing additional support and resources to help them overcome these challenges (Wilkins-Yel et al., 2018)

Table 4. Level of learning environment among criminology students

No	Description	Mean	Std. Deviation	Interpretation
A. Positive Classroom Environment				
1	The class allows free and open idea expression.	4.21	0.76	Always
2	The classroom environment is comfortable and accessible.	4.07	0.84	Often
3	Grades are assigned fairly and impartially.	3.96	0.98	Often
4	The instructor encourages mutual respect.	4.12	0.85	Often
5	The instructor considers student differences in teaching.	3.94	0.86	Often
6	The instructor treats all students fairly and without bias.	3.84	0.94	Often
7	The instructor is sensitive to course difficulty.	3.90	0.92	Often
8	The instructor encourages equal participation.	4.01	0.91	Often
9	The instructor values students' diverse experiences.	4.00	0.86	Often
10	The instructor recognizes my ideas as important.	3.97	0.84	Often
11	The instructor respects students.	4.04	0.88	Often
12	The instructor makes students feel welcome.	4.07	0.83	Often
13	The instructor expects the student's success.	4.04	0.80	Often
14	Comments are taken seriously by the instructor.	3.93	0.86	Often
15	Inappropriate comments are not tolerated.	4.03	0.81	Often
Average		4.01	0.63	Often
B. Diversity Values				
1	Courses that encourage thinking from different perspectives	4.01	0.80	Often
2	Courses that challenge beliefs and values	4.05	0.83	Often
3	Conversations with people who have different values	4.02	0.79	Often
4	Learning about different cultures	4.16	0.84	Often
5	Introduction to different values in education	4.11	0.82	Often
6	Contact with diverse individuals	4.05	0.77	Often
7	Courses emphasizing traditional values and perspectives	4.01	0.88	Often
Average		4.06	0.63	Often
C. Personal Negative Experiences				

1	Instructor makes inappropriate comments about people who are different	2.31	0.98	Seldom
2	Being singled out for being different from other students	2.31	1.03	Seldom
3	Feeling isolated in class	2.34	1.07	Seldom
4	Being ignored in class despite attempting to participate	2.27	1.08	Seldom
Average		2.31	0.89	Seldom
D. Persistence in Major Courses				
1	Hard work almost always ensures the desired grade	4.08	0.80	Often
2	Looking forward to taking more courses in this department	3.96	0.86	Often
3	Good chance of success in this subject based on experience	4.05	0.87	Often
Average		4.03	0.72	Often

Table 5 presents an overall average of 3.60, classified as often regarding the learning environment. This suggests a predominantly positive atmosphere within the criminology program, as the literature emphasizes fostering supportive and inclusive environments (Ramzan et al., 2023; Greenier et al., 2023). The high average aligns with the positive classroom environment and diversity values, which scored similarly in the Often category. Such an environment promotes student engagement, motivation, and academic performance (Hargreaves & Shirley, 2021; Saggars, 2020; Altarawneh et al., 2023).

Additionally, the relatively low occurrence of personal negative experiences, categorized as Seldom, reflects efforts to mitigate factors detrimental to students' well-being and academic success (A. Sverdluk et al., 2018; Bücken et al., 2018; Hallett & Freas, 2018). Moreover, persistence in major courses, also classified as Often, signifies a commitment to academic pursuits, contributing to overall positive learning outcomes (Concannon et al., 2019). Therefore, the high overall average suggests that the criminology program effectively cultivates an environment conducive to student success and well-being, aligning with established principles in educational research.

Table 5. Summary of the level of the learning environment of criminology students

Factors	Mean	Std. Deviation	Interpretation
Positive classroom environment	4.01	0.63	Often
Diversity values	4.06	0.63	Often
Personal negative experiences	2.31	0.89	Seldom
Persistence in major course	4.03	0.72	Often
Overall	3.60	0.39	Often

3.3 Level of Motivation Among Criminology Students

In this context, Table 6 provides insights into the intrinsic and extrinsic motivational factors influencing criminology students' learning experiences.

The data from Table 6 indicates that both intrinsic and extrinsic motivations play significant roles in shaping student behavior and engagement, which has an overall mean score of 4.10 for intrinsic motivation and 4.19 for extrinsic motivation, both falling within the Often interpretation, suggesting that students regularly experience both types of motivation, though not constantly. This indicates that the behaviors, practices, or conditions occur frequently but only sometimes every time. This balance aligns with the literature, which emphasizes the necessity of both intrinsic and extrinsic motivation in the learning process (Collins, 2015).

Intrinsic motivation, with a mean of 4.10, is associated with students engaging in activities for personal satisfaction and interest, leading to deeper engagement and long-term knowledge retention (Ryan & Deci, 2020; Legault, 2020). The data supports the idea that intrinsic motivation is crucial for fostering a genuine curiosity and passion for learning, which are essential for academic success (Tenney et al., 2016; Howard et al., 2021). Students driven by intrinsic motivation are likelier to pursue their academic interests out of enjoyment and creativity rather than external rewards or pressure (Rheinberg & Engeser, 2018; Toshalis & Nakkula, 2012; Filgona et al., 2020).

On the other hand, extrinsic motivation indicates that external rewards and pressures also frequently influence student behavior. This is consistent with the literature that describes extrinsic

motivation as being driven by the desire for rewards or avoiding negative consequences, which can effectively promote short-term engagement and compliance (Hofeditz et al., 2017; Locke & Schattke, 2019). Although extrinsic motivation can be beneficial, it is often less sustainable over time than intrinsic motivation (Clanton Harpine, 2015; Lepper & Greene, 2015; Ryan & Deci, 2020).

Table 6. Level of motivation among criminology students

No	Description	Mean	Std. Deviation	Interpretation
A. INTRINSIC MOTIVATION				
1	Preference for challenging material to learn new things	4.12	0.79	Often
2	Preference for material that arouses curiosity, even if difficult	4.12	0.79	Often
3	Studying to improve skills and gain knowledge	4.13	0.91	Often
4	Enjoyment of studying	3.98	0.88	Often
5	Effort to learn regardless of class preference	4.17	0.84	Often
6	Doing extra work to better understand the material	4.14	0.83	Often
7	Satisfaction with average grades if learning from mistakes	4.05	0.87	Often
Average		4.10	0.68	Often
B. EXTRINSIC MOTIVATION				
1	Getting a good grade is the most satisfying achievement	4.20	0.82	Often
2	Improving overall GPA is the top priority	4.25	0.77	Often
3	Desire to get better grades than most classmates	4.11	0.89	Often
4	Importance of doing well to demonstrate ability to family, friends, and employers	4.19	0.87	Often
Average		4.19	0.69	Often

3.4 Significant Difference in the Level of Learning Environment Among Criminology Students in Terms of Respondents Profile

This section explored the significant differences in the level of the learning environment among criminology students, focusing on how these differences correlate with various respondent profiles. The profiles considered include age, sex, and year level of the students.

Table 7 shows the analysis of the learning environment based on age, which revealed significant differences in several areas, supporting the notion that age can influence students' educational experiences. The ANOVA results indicate that age significantly impacts the overall level of the learning environment ($F = 4.451$, $p = 0.00$).

Research consistently shows that positive learning environments vary significantly across age groups, influencing developmental outcomes and motivation (Raufelder & Kulakow, 2021; Cheon et al., 2020). Younger learners benefit from structured and supportive environments and require guidance for cognitive development (Cheon et al., 2020). Motivation is shaped by autonomy, competence, and relatedness, suggesting younger learners may need more immediate feedback and reinforcement (Monteiro et al., 2021). In contrast, adult learning theories emphasize autonomy and self-directed learning for older students, influenced by personal experiences (Bucura, 2020). Similarly, diversity values' perception varies significantly across ages, affecting attitudes and behaviors (Rabl et al., 2020; Crocetti et al., 2023). Younger individuals are exceptionally responsive to diversity education as they form identities and social perspectives (Crocetti et al., 2023; Thompson, 2020). Conversely, older individuals' perspectives on diversity values are shaped by generational experiences and personal history (Vera-Toscano & Meroni, 2021).

Personal negative experiences universally impact psychological well-being (Fullerton et al., 2021; Compas et al., 2017), with coping strategies employed across all ages (Compas et al., 2017). Older adults draw on life experiences to mitigate adverse effects (Dionigi, 2015), while adolescents may experience heightened intensity due to developmental changes (Mendes-Sousa et al., 2023). Persistence in major courses does not significantly differ by age (Wlodkowski & Ginsberg, 2017; Rothes et al., 2017). Motivation and persistence are more influenced by individual characteristics and context rather than age (Rothes et al., 2017; Kulakow, 2020). Younger students' persistence is shaped by academic engagement and support systems (Kulakow, 2020). These findings highlight the importance of tailored educational approaches that account for developmental stages and individual needs across age groups.

Table 7. ANOVA table on level of learning environment according to age of respondents

Factors		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
POSITIVE CLASSROOM ENVIRONMENT	Between Groups	7.867	4	1.967	5.288	0.00	Differs significantly*
	Within Groups	88.153	237	.372			
	Total	96.020	241				
DIVERSITY VALUES	Between Groups	8.944	4	2.236	6.066	0.00	Differs significantly*
	Within Groups	87.363	237	.369			
	Total	96.306	241				
PERSONAL NEGATIVE EXPERIENCES	Between Groups	2.095	4	.524	.664	0.62	Do not differ significantly
	Within Groups	187.036	237	.789			
	Total	189.131	241				
PERSISTENCE MAJOR COURSE	Between Groups	3.953	4	.988	1.915	0.11	Do not differ significantly
	Within Groups	122.270	237	.516			
	Total	126.222	241				
LEVEL LEARNING ENVIRONMENT	Between Groups	2.517	4	.629	4.451	0.00	Differs significantly*
	Within Groups	33.506	237	.141			
	Total	36.023	241				

Legend: No post hoc test is performed because of fewer than two cases for one group

Table 8 shows that sex significantly impacts personal negative experiences ($t = -4.031$, $p = 0.000$), but not other factors like the positive classroom environment, diversity values, or persistence in major courses. Female students reported significantly more negative experiences compared to male students. Overall, the level of learning environment does not differ significantly according to the sex of the respondents. This suggests that factors influencing the overall quality and impact of the learning environment are generally uniform across genders, emphasizing the importance of inclusive educational practices catering to all students' diverse needs and experiences.

Research consistently shows that perceptions of a positive classroom environment and persistence in major courses do not significantly differ based on respondents' sex. Both male and female students benefit similarly from supportive classroom environments characterized by effective teacher-student interactions and peer support (Aldrup et al., 2022). Similarly, perceptions of diversity values do not significantly vary according to gender; attitudes towards diversity are shaped more by societal and cultural factors than by sex alone (Schneid et al., 2015).

In contrast, personal negative experiences differ significantly between males and females, as noted in the research, highlighting that females often report higher emotional distress and employ different coping strategies compared to males in response to adversity (Beutel et al., 2017). Lastly,

personal motivations, academic engagement, and support systems influence persistence in major courses more than gender differences. Both male and female students demonstrate similar levels of persistence when these factors are adequately addressed and supported in the educational environment. (Simon et al., 2015). These findings underscore the complex interplay of gender, individual experiences, and societal influences in shaping educational and emotional outcomes.

This could be attributed to the broader societal issue of gender bias and discrimination, which can manifest in educational settings (Brown, 2020; Llorens et al., 2021). The lack of significant differences in other factors suggests that both male and female students perceive these aspects similarly, aligning with studies indicating that gender differences in educational experiences are more pronounced in social interactions and personal experiences rather than academic perceptions (Amerstorfer & Freiin von Münster-Kistner, 2021; Gurieva et al., 2022)

Table 8. T-test results on the level of learning environment according to the sex of respondents.

	t-test for Equality of Means			Interpretation
	t	df	Sig. (2-tailed)	
POSITIVE CLASSROOM ENVIRONMENT	1.239	240	0.217	Do not differ significantly
DIVERSITY VALUES	.893	240	0.373	Do not differ significantly
PERSONAL NEGATIVE EXPERIENCES	-4.031	240	0.000	Differs significantly
PERSISTENCE MAJOR COURSE	.991	240	0.323	Do not differ significantly
LEVEL LEARNING ENVIRONMENT	-.905	240	0.366	Do not differ significantly

Table 9 indicates that the learning environment by year level has significant differences across all factors ($F = 19.626$, $p = 0.000$). First-year students differ significantly from other year levels, suggesting that initial exposure to the learning environment shapes their perceptions profoundly (Haddad et al., 2021). As students progress, their expectations and adaptability might change, leading to different experiences and perceptions (Warfvinge et al., 2022). The significant differences across year levels highlight that persistence is influenced by the stage of the academic journey, with initial enthusiasm potentially waning as academic challenges increase in higher years (Alexander, 2020).

The research underscores significant differences across various aspects of educational experience based on students' year levels (Kahu & Nelson, 2018). Perceptions of a positive classroom environment vary notably with age; younger students, such as those in elementary or early secondary school, prioritize supportive interactions with teachers and peers (Martinot et al., 2022), whereas older students in higher education seek a balance of autonomy and academic challenge alongside supportive environments (Sogunro, 2015). Similarly, diversity values fluctuate with year levels, as younger students are more open to diversity education and inclusion efforts. In comparison, older students possess more nuanced understandings shaped by broader societal and educational experiences (Richard Milner, 2021).

Personal negative experiences also show variance; younger students may struggle more with emotional resilience to setbacks than their older counterparts, who often demonstrate greater maturity and coping mechanisms developed over time (Luthar, 2015). Additionally, persistence in major courses differs significantly by year level, with younger students benefiting from structured support, whereas older students exhibit higher persistence driven by personal and professional motivations (Luthar, 2015). These insights emphasize the importance of age-specific approaches in fostering a supportive and effective educational environment tailored to the diverse developmental needs of students across different stages of schooling.

Table 9. Mean comparison on the level of the learning environment in terms of the year level of respondents

	Factors	F-value	p-value	Interpretation	Post Hoc Test by Tukey's Method
A	POSITIVE CLASSROOM	15.628	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year

ENVIRONMENT				1 st Year & 4 th Year 2 nd Year & 3 rd Year	
B	DIVERSITY VALUES	18.718	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year 2 nd Year & 3 rd Year
C	PERSONAL NEGATIVE EXPERIENCES	5.077	0.002	Differs significantly	2 nd Year & 3 rd Year 3 rd Year & 4 th Year
D	PERSISTENCE MAJOR COURSE	13.328	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year 3 rd Year & 4 th Year
	LEVEL LEARNING ENVIRONMENT	19.626	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year

3.5 Significant Difference in the Level of Motivation Among Criminology Students Based on Respondents Profile

This section explored the significant differences in the level of motivation among criminology students, focusing on how these differences correlate with various respondent profiles. This is structured into three main sections, each examining the impact of a specific demographic factor on the learning environment:

Table 10 analyses motivation levels by age, revealing significant differences in intrinsic and extrinsic motivation among respondents ($F = 4.039$, $p = 0.003$). Younger respondents may exhibit higher levels of intrinsic motivation driven by curiosity and personal interest in learning. In comparison, older respondents might rely more on extrinsic motivators such as rewards or recognition (Amorim & Vieira, 2023). This finding is consistent with previous research suggesting that intrinsic motivation decreases with age, while extrinsic motivation may become more influential as individuals mature and engage with external goals (Deci & Ryan, 2020; Kum, 2020). The significant differences across age groups highlight the importance of considering age-related differences in designing educational interventions and support systems tailored to meet the diverse motivational needs of students at different life stages (Tenney et al., 2016; Howard et al., 2021).

Table 10. ANOVA table on level of motivation according to age of respondents

Factors		Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Intrinsic Motivation	Between Groups	5.111	4	1.278	2.815	0.026	Differs Significantly*
	Within Groups	107.554	237	.454			
	Total	112.665	241				
Extrinsic Motivation	Between Groups	8.249	4	2.062	4.573	0.001	Differs Significantly
	Within Groups	106.882	237	.451			
	Total	115.131	241				
Motivation	Between Groups	6.484	4	1.621	4.039	0.003	Differs Significantly*
	Within Groups	95.121	237	.401			
	Total	101.605	241				

Legend: * no post hoc test is performed because of less than two cases for one group

Table 11 shows the results on motivation levels by sex, indicating no significant differences ($t = -0.143$, $p = 0.887$) between male and female respondents. This suggests that gender does not significantly determine students' motivational orientation in this context (Johnson, 2017; Kum, 2020). Previous studies have reported mixed findings regarding gender differences in motivation, with some

suggesting that males may be more extrinsically motivated while females exhibit higher levels of intrinsic motivation (LeFebvre & Huta, 2021; Schürmann & Quaiser-Pohl, 2022). However, the lack of significant differences in this study indicates that male and female respondents perceive their motivation levels similarly, emphasizing the importance of individual differences and personal experiences in shaping motivational orientations.

This conclusion arises from research indicating that individual characteristics, learning environments, and personal experiences, rather than gender alone, influence students' intrinsic and extrinsic motivational orientations. Studies such as those by Deci and Ryan (2000) on self-determination theory emphasize that motivation is driven by autonomy, competence, and relatedness, which are universal psychological needs irrespective of gender (Deci & Ryan, 2000). Additionally, educational contexts that foster a supportive and challenging environment contribute significantly to students' motivation, with the quality of interactions and engagement playing pivotal roles (Cheon et al., 2020).

Table 11. T-test results on the level of motivation according to the sex of respondents

Factors		t-test for Equality of Means			Interpretation
		t	df	Sig. (2-tailed)	
Intrinsic Motivation	Equal variances assumed	0.212	240	0.833	Do not differ significantly
EXTRINSIC MOTIVATION	Equal variances assumed	-0.477	240	0.633	Do not differ significantly
Motivation	Equal variances assumed	-0.143	240	0.887	Do not differ significantly

Table 12 showed significant differences in motivation levels by year level across all factors ($F = 24.081$, $p = 0.000$). First-year students differ significantly from other year levels, suggesting that initial exposure to the academic environment significantly impacts their motivational orientation (Zhang et al., 2021). As students progress through their academic journey, their motivations may evolve based on experiences, challenges, and personal goals, leading to differences in motivational orientation across different year levels (Thurston, 2019; Seli, 2019). The significant differences underscore the importance of considering students' developmental stages and academic progression in effectively understanding and addressing their motivational needs throughout their educational journey (Zhang et al., 2021; Alenezi, 2023).

The result indicates that intrinsic and extrinsic motivation levels vary significantly across academic years. Younger students, such as those in elementary or early secondary school, often demonstrate higher levels of intrinsic motivation driven by curiosity, interest in learning, and enjoyment of tasks (Wu et al., 2018). As students progress through higher academic levels, intrinsic motivation may decline, influenced by increased academic pressure, performance expectations, and external rewards (Hanus & Fox, 2015). Conversely, older students in higher education or advanced academic stages may exhibit higher levels of extrinsic motivation driven by career aspirations, grades, and external recognition (Amida et al., 2021). These findings underscore the dynamic nature of motivational orientations across educational stages, highlighting the need for targeted interventions and educational strategies that support and sustain intrinsic motivation throughout students' academic journeys.

Table 12. Mean comparison on level of motivation in terms of the year level of respondents

Factors	F-value	p-value	Interpretation	Post Hoc Test by Tukey's Method
A Intrinsic Motivation	21.193	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year 3 rd Year & 4 th Year

B	Extrinsic Motivation	20.881	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year
	Motivation	24.081	0.000	Differs significantly	1 st Year & 2 nd Year 1 st Year & 3 rd Year 1 st Year & 4 th Year 3 rd Year & 4 th Year

3.6 Significant Relationship in the Level of Learning Environment and Motivation Among Criminology Students

Table 13. Significant relationship in the level of learning environment and motivation

Factors		Intrinsic Motivation	Extrinsic Motivation	Motivation
POSITIVE CLASSROOM ENVIRONMENT	Pearson Correlation	0.660	0.574	0.653
	Sig. (2-tailed)	0.000	0.000	0.000
	Interpretation	Significantly and strongly related	Significantly but moderately related	Significantly and strongly related
DIVERSITY VALUES	Pearson Correlation	0.773	0.694	0.777
	Sig. (2-tailed)	0.000	0.000	0.000
	Interpretation	Significantly and strongly related	Significantly and strongly related	Significantly and strongly related
PERSONAL NEGATIVE EXPERIENCES	Pearson Correlation	-0.437	-0.286	-0.382
	Sig. (2-tailed)	0.000	0.000	0.000
	Interpretation	Significantly but negatively and moderately related	Significantly but negatively and moderately related	Significantly but negatively and moderately related
PERSISTENCE MAJOR COURSE	Pearson Correlation	0.749	0.629	0.729
	Sig. (2-tailed)	0.000	0.000	0.000
	Interpretation	Significantly and strongly related	Significantly and strongly related	Significantly and strongly related
OVERALL LEARNING ENVIRONMENT	Pearson Correlation	0.686	0.649	0.706
	Sig. (2-tailed)	0.000	0.000	0.000
	Interpretation	Significantly and strongly related	Significantly and strongly related	Significantly and strongly related

Table 13 presents the significant and robust correlation between motivation and the learning environment, as evidenced by the Pearson correlation coefficient 0.706. This underscores the complex relationship between these two aspects of students' educational experiences. This finding aligns with existing research emphasizing the pivotal role of motivation in shaping learning outcomes (Deci & Ryan, 2020; Pekrun & Linnenbrink-Garcia, 2014). Whether intrinsic or extrinsic, motivation is a fundamental driving force behind students' engagement, persistence, and academic achievement (Deci & Ryan, 2020;

Pekrun & Linnenbrink-Garcia, 2014). Moreover, the learning environment, encompassing various factors such as classroom climate, teacher-student interactions, diversity values, personal negative experiences, and persistence in major course selection, significantly influences students' motivation and learning experiences (Ryan & Deci, 2020; Braver et al., 2014).

Positive classroom dynamics, effective teaching strategies, and supportive relationships with teachers can enhance students' intrinsic motivation and foster a sense of autonomy and competence (Ryan & Deci, 2020; Wood, 2018). Similarly, a diverse and inclusive learning environment that values different perspectives and backgrounds can positively impact students' motivation and engagement (Seli, 2019; Benner et al., 2018). However, negative experiences within the learning environment, such as discrimination, lack of support, or challenging academic tasks, can undermine students' motivation and hinder their learning progress (Kutsyuruba et al., 2015; Benner et al., 2018). Moreover, persistence in major course selection can significantly affect students' motivation and engagement, with students more likely to be motivated when they feel connected to their chosen field of study (Trigwell & Prosser, 2014).

In conclusion, the significant correlation between motivation and the learning environment, considering factors such as positive environment, diversity values, personal negative experiences, and persistence in major course selection, highlights the interconnectedness of these factors in influencing students' educational experiences. Educators and policymakers should prioritize cultivating positive and supportive learning environments that foster students' intrinsic motivation and well-being (Deci & Ryan, 2020; Ryan & Deci, 2020). By creating conducive learning environments that promote diversity and inclusivity and support students' persistence, educators can empower students to become self-motivated, resilient learners better equipped to thrive academically and beyond (Seli, 2019; Braver et al., 2014).

3.7 Implication for Criminology Students

The findings from the study underscore several critical implications for enhancing motivation among criminology students based on the correlations observed in Table 13. Firstly, creating a positive classroom environment characterized by supportive teacher-student interactions and engaging teaching practices is crucial. This environment significantly boosts intrinsic and extrinsic motivations, fostering greater student engagement and academic performance (Ryan & Deci, 2020). Secondly, promoting diversity values within the learning environment is essential. Embracing diverse perspectives and backgrounds enhances students' intrinsic motivation and encourages a sense of belonging and inclusivity, which are vital for overall academic success (Seli, 2019; Benner et al., 2018).

Furthermore, addressing and mitigating personal negative experiences such as discrimination or lack of support is paramount. These factors negatively impact both forms of motivation among criminology students, highlighting the need for proactive measures to create a supportive and equitable learning environment (Kutsyuruba et al., 2015; Benner et al., 2018). Lastly, supporting students' persistence in their major course selection is crucial in sustaining motivation. When students feel connected to their academic path and perceive clear pathways for progression, their motivation levels are significantly heightened, contributing to long-term academic success and career readiness (Trigwell & Prosser, 2014; Wood, 2018). These implications suggest that by prioritizing these factors, educators and institutions can effectively cultivate a motivational climate that supports criminology students in achieving their academic and professional goals.

4. CONCLUSION

The analysis reveals a predominant age group between 21 and 23, with a balanced sex distribution slightly favoring males and notable representation from third-year students. The learning environment is consistently categorized as Often, indicating frequent occurrences of certain behaviors, practices, or conditions. Participants often experience intrinsic and extrinsic motivations, indicating frequent occurrences of related behaviors, practices, or conditions. The analysis indicates significant age-related variations in the learning environment, suggesting that age plays a crucial role in shaping students' educational experiences. Moreover, while sex appears to influence personal negative experiences significantly, it does not seem to affect other factors, such as the positive classroom environment or diverse values. Similarly, significant differences in the learning environment across different year levels are evident, indicating the diverse impact of educational factors on students' experiences. The analysis reveals significant differences in motivation levels based on age, with notable variations in intrinsic and extrinsic motivation. However, there are no significant differences between male and female respondents in terms of motivation levels. Additionally, motivation levels vary significantly across year levels, suggesting that academic progression is crucial in shaping students' motivational tendencies. The

correlation analysis in Table 12 reveals a substantial correlation coefficient of 0.706 between motivation and the learning environment. This robust correlation underscores the intricate relationship between these two aspects of students' educational experiences, emphasizing their interconnectedness and mutual influence.

5. ACKNOWLEDGEMENT

The researchers acknowledge and express their sincere and most profound thanks and appreciation to all persons who contributed to completing this research work in one way or another. We especially thank our dear adviser, Maam Jilla Mae D. Susada, for her invaluable guidance and suggestions and for patiently checking our manuscript. We also thank Dr. Bryan L. Susada, our statistician, for helping us with computing and giving us ideas for interpreting the data. To our panel members, Ms. Leneth Pearl S. Pingot, Mr. Mike Kiven B. Armingol, and Mr. Kevin P. Banudan, for their insightful comments, which have provided a clear direction for our research. Their critical assessments have challenged us to refine our work and strive for excellence. We also thank the criminology students for answering our questionnaires, which helped us interpret and analyze the investigation's results. To our family for their financial and moral support and patience while we were writing this study. To them, we humbly dedicate this work. And above all, to our Lord Almighty for all His wonderful blessings, always!

5. REFERENCES

- Adamma, O. N., Ekwutosim, O. P., & Unamba, E. C. (2018). Influence of extrinsic and intrinsic motivation on pupils academic performance in mathematics.
- Adams, R. V., & Blair, E. (2019). Impact of time management behaviors on undergraduate engineering students' performance. *SAGE Open*, 9(1), 215824401882450.
- Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 31(2), 863–875.
- Aguillon, S. M., Siegmund, G.-F., Petipas, R., Drake, A. G., Cotner, S., & Hide, C. B. (2020, June). *Gender Differences in Student Participation in an Active-Learning Classroom*. Researchgate.net.
- Aithal, P. S., & Aithal, S. (2023). How to increase Emotional Infrastructure of higher education institutions. In *Social Science Research Network*.
- Ajjawi, R., Dracup, M., Zacharias, N., Bennett, S., & Boud, D. (2020). Persisting students' explanations of and emotional responses to academic failure. *Higher Education Research & Development*, 39(2), 185–199.
- Akabor, S. (2021). EBSCOhost Login. Ebscohost.com.
- Akhtar, S. N., Iqbal, M., & Tatlah, I. A. (2017). Relationship between intrinsic motivation and students' academic achievement: A secondary level evidence. *Bulletin of Education and Research*, 39(2), 19–29. <http://files.eric.ed.gov/fulltext/EJ1210159.pdf>
- Alamri, H., Lowell, V., Watson, W., & Watson, S. L. (2020). Using personalized learning as an instructional approach to motivate learners in online higher education: Learner self-determination and intrinsic motivation. *Journal of Research on Technology in Education*, 52(3), 322–352.
- Aldrup, K., Carstensen, B., & Klusmann, U. (2022). Is empathy the key to effective teaching? A systematic review of its association with teacher-student interactions and student outcomes. *Educational Psychology Review*, 34(3), 1177–1216.

- Alenezi, M. (2023). Blended learning motivation support at the Saudi Electronic University: Utilizing self-determination theory. Northern Illinois University.
- Alexander, B. (2020). *Academia Next: The futures of higher education*. Johns Hopkins University Press.
- Alley, K. M. (2019). Fostering middle school students' autonomy to support motivation and engagement. *Middle School Journal*, 50(3), 5–14. <https://doi.org/10.1080/00940771.2019.1603801>
- Altarawneh, D. Z. S. A., Al- Ajeely, S. A., & Khasawneh, D. M. A. S. (2023). The impact of ecotherapy on academic performance and ADHD symptom severity in children. *Migration Letters: An International Journal of Migration Studies*, 20(5), 1192–1204.
- Altinay, F., Ossiannilsson, E., Altinay, Z., & Dagli, G. (2020). Accessible services for smart societies in learning. *International Journal of Information and Learning Technology*, 38(1), 75–89.
- Alzubi, A. A. F., & Nazim, M. (2024). Students' intrinsic motivation in EFL academic writing: Topic-based interest in focus. *Heliyon*, 10(1), e24169.
- Amerstorfer, C. M., & Frein von Münster-Kistner, C. (2021). Student perceptions of academic engagement and student-teacher relationships in problem-based learning. *Frontiers in Psychology*, 12.
- Amida, A., Algarni, S., & Stupnisky, R. (2021). Testing the relationships of motivation, time management and career aspirations on graduate students' academic success. *Journal of Applied Research in Higher Education*, 13(5), 1305–1322
- Amorim, A. M., & Vieira, V. (2023). Participation in crowdsourcing micro-tasks: what motivates brazilian older adults? *Universal Access in the Information Society*.
- Anderson, J. C., Woods-Wells, T. M., Amal, T. M., Bass, R., & Simpson, C. (2018). Examining the relationships among motivational factors and the academic achievement of students enrolled in a comprehensive agricultural education program. *Journal of Career and Technical Education*. <https://doi.org/10.21061/JCTE.V33I1.A2>
- Ann Renninger, K. (2000). Individual interest and its implications for understanding intrinsic motivation. *Sciencedirect.com*. <https://www.sciencedirect.com/science/article/pii/B9780126190700500350>
- Antiri, K. O. (2016). Types of bullying in the senior high schools in Ghana. *Journal of Education and Practice*, 7(36), 131–138. <http://files.eric.ed.gov/fulltext/EJ1126458.pdf>
- Ashforth, B. E., & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*, 14(1), 20–39. <https://doi.org/10.5465/amr.1989.4278999>
- Baars, S., Schellings, G. L. M., Krishnamurthy, S., Joore, J. P., den Brok, P. J., & van Wesemael, P. J. V. (2021). A framework for exploration of relationship between the psychosocial and physical learning
- Baehr, J. (2022). *Deep in thought: A practical guide to teaching for intellectual virtues*. Harvard Education Press.
- Banks, J. (2014). Barriers and supports to postsecondary transition: Case studies of African American students with disabilities. *Remedial and Special Education: RASE*, 35(1), 28–39.
- Barkley, E. F., & Major, C. H. (2020). *Student Engagement Techniques: A handbook for college faculty*. John Wiley & Sons.

- Barron, L., & Kinney, P. (2021). *We belong: 50 strategies to create community and revolutionize classroom management*. ASCD.
- Bartlett, J. D., & Smith, S. (2019). The role of early care and education in addressing early childhood trauma. *American Journal of Community Psychology*, 64(3–4), 359–372.
- Baygi, A. H., Ghonsooly, B., & Ghanizadeh, A. (2017). Self-fulfillment in higher education: Contributions from mastery goal, intrinsic motivation, and assertions. *The Asia-Pacific Education Researcher*, 26(3–4), 171–182.
- Bean, J. C., & Melzer, D. (2021). *Engaging Ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- Bear, G. G. (2020). *Improving School Climate: Practical strategies to reduce behavior problems and promote social and emotional learning*. Routledge.
- Bear, G. G., Slaughter, J. C., Mantz, L. S., & Farley-Ripple, E. (2017). Rewards, praise, and punitive consequences: Relations with intrinsic and extrinsic motivation. *Teaching and Teacher Education*, 65, 10–20.
- Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., Polk, R., & Cheng, Y.-P. (2018). Racial/ethnic discrimination and well-being during adolescence: A meta-analytic review. *The American Psychologist*, 73(7), 855–883.
- Berliner, D. C., & Calfee, R. C. (2004). *Handbook of Educational Psychology*. Routledge.
- Bernard, L. C., Mills, M., Swenson, L., & Walsh, R. P. (2005). An evolutionary theory of human motivation. *Genetic, Social, and General Psychology Monographs*, 131(2), 129–184.
- Bettinger, E. P., & Baker, R. B. (2014). The effects of student coaching: An evaluation of a randomized experiment in student advising. *Educational Evaluation and Policy Analysis*, 36(1), 3–19.
- Beutel, M. E., Tibubos, A. N., Klein, E. M., Schmutzer, G., Reiner, I., Kocalevent, R.-D., & Brähler, E. (2017). Childhood adversities and distress - The role of resilience in a representative sample. *PLoS One*, 12(3), e0173826.
- Bhat, R. H., & Naik, A. R. (2016). Relationship of Academic Intrinsic Motivation and Psychological Well-being among Students. [Researchgate.net](https://www.researchgate.net).
- Bhavsar, N., Ntoumanis, N., Quested, E., Thøgersen-Ntoumani, C., & Chatzisarantis, N. (1999). SELF-DETERMINATION THEORY. [Researchgate.net](https://www.researchgate.net).
- Bickmore, K., & Parker, C. (2014). Constructive conflict talk in classrooms: Divergent approaches to addressing divergent perspectives. *Theory and Research in Social Education*, 42(3), 291–335.
- Bista, K. (2014). *Journal of International Students*, 2015 Vol. 5 No. 3. OJED/STAR.
- Bista, K., & Glass, C. (2020). *Journal of International Students*, 2020 Vol. 10 No. 2. OJED/STAR.
- Blum, D., & Smythe, J. L. (2021). Beyond “feeling blessed”: Using international documentary film to foster global awareness in an online college course. *International Journal of Multicultural Education*, 23(2), 107–126.
- Borkowski, J. G., & Thorpe, P. K. (2022). Self-Regulation and Motivation. In *Self-regulation of Learning and Performance* (pp. 45–73). Routledge.

- Boyle, A., Maguire, S., Martin, A., Milsom, C., Nash, R., Rawlinson, S., Turner, A., Wurthmann, S., & Conchie, S. (2007). Fieldwork is good: The student perception and the affective domain. *Journal of Geography in Higher Education*, 31(2), 299–317.
- Brading, M. (2023, March 31). Are You Striving or Suffering in the Pursuit of Academic Validation? Wlu.Ca.
- Braver, T. S., Krug, M. K., Chiew, K. S., Kool, W., Westbrook, J. A., Clement, N. J., Adcock, R. A., Barch, D. M., Botvinick, M. M., Carver, C. S., Cools, R., Custers, R., Dickinson, A., Dweck, C. S., Fishbach, A., Gollwitzer, P. M., Hess, T. M., Isaacowitz, D. M., Mather, M., ... for the MOMCAI group. (2014). Mechanisms of motivation–cognition interaction: challenges and opportunities. *Cognitive, Affective & Behavioral Neuroscience*, 14(2), 443–472.
- Bretschneider, U., & Leimeister, J. M. (2017). Not just an ego-trip: Exploring backers' motivation for funding in incentive-based crowdfunding. *Journal of Strategic Information Systems*, 26(4), 246–260.
- Brooke, S. L., & Miraglia, D. A. (2015). *Using the Creative Therapies to cope with grief and loss*. Charles C. Thomas Publisher.
- Brookfield, S. D., & Preskill, S. (2012). *Discussion as a Way of teaching: Tools and techniques for democratic classrooms*. John Wiley & Sons.
- Brophy, J. (2004, March 5). *Motivating Students to Learn*. Taylorfrancis.com.
- Brown, P. R. (2020). What tutors bring to course design: Introducing political and policy theories to disengaged students. *Teaching Public Administration*, 38(1), 12–23.
- Bryant, S. K. (2017). Digital commons @ east digital commons @ east. Etsu.edu. <https://dc.etsu.edu/cgi/viewcontent.cgi?article=4693&context=etd>
- Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., & Luhmann, M. (2018). Subjective well-being and academic achievement: A meta-analysis. *Journal of Research in Personality*, 74, 83–94. <https://doi.org/10.1016/j.jrp.2018.02.007>
- Bucura, E. (2020). *BECOMING SELF-DIRECTED AND SELF-DETERMINED: LEARNING MUSIC PEDAGOGICALLY, ANDRAGOGICALLY, AND HEUTAGOGICALLY*. Pmp.Du.Lv.
- Bundick, M. J., Quaglia, R. J., Corso, M. J., & Haywood, D. E. (2014). Promoting student engagement in the classroom. *Teachers College Record* (1970), 116(4), 1–34.
- Burden, P. R. (2020). *Classroom Management: Creating a Successful K-12 Learning Community*. John Wiley & Sons.
- Burrus, J., Elliott, D., Brenneman, M., Markle, R., Carney, L., Moore, G., Betancourt, A., Jackson, T., Robbins, S., Kyllonen, P., & Roberts, R. D. (2013). Putting and keeping students on track: Toward a comprehensive model of college persistence and goal attainment. *ETS Research Report Series*, 2013(1).
- Cameron, J. E. (2004). A three-factor model of social identity. *Self and Identity: The Journal of the International Society for Self and Identity*, 3(3), 239–262.
- Cantor, P., Lerner, R. M., Pittman, K. J., Chase, P. A., & Gomperts, N. (2021). *Whole-child development, learning, and thriving: A dynamic systems approach*. Cambridge University Press.
- Cardona, J. J. (2013). Determined to succeed: Motivation towards doctoral degree completion.

- Castelino, L. M., & Shinde, R. (2023). A review on evolution and importance of diversity education and inclusion in building an effective organizational culture. *International Journal of Case Studies in Business, IT and Education (IJCSBE)*, 7(3), 62–89.
- Caulfield, L., & Hill, J. (2014). *Criminological research for Beginners: A student's guide*. Routledge.
- Cebu, J. (2023, February). *Self-Efficacy of Filipino College Students as Correlates to Demographics*. Researchgate.net.
- Chambers, D., UNESCO, & Varoglu, Z. (2023). *Learning for all: Guidelines on the inclusion of learners with disabilities in open and distance learning (ODL)*. UNESCO Publishing
- Chang, Y., & Brickman, P. (2018). When group work doesn't work: Insights from students. *CBE Life Sciences Education*, 17(3), ar52.
- Cheon, S. H., Reeve, J., & Vansteenkiste, M. (2020). When teachers learn how to provide classroom structure in an autonomy-supportive way: Benefits to teachers and their students. *Teaching and Teacher Education*, 90(103004), 103004.
- Chester, M. V., & Allenby, B. (2019). Toward adaptive infrastructure: flexibility and agility in a non-stationarity age. *Sustainable and Resilient Infrastructure*, 4(4), 173–191.
- Cheung, S. K. S., Kwok, L. F., Phusavat, K., & Yang, H. H. (2021). Shaping the future learning environments with smart elements: challenges and opportunities. *International Journal of Educational Technology in Higher Education*, 18(1).
- Chun, J., Kuo, H. J., Curtiss, S. L., Lee, G. K., Lee, H., & Awadu, J. (2023). The interplay of supports and barriers during the transition to adulthood for youth on the autism spectrum. *Disability and Rehabilitation*, 45(18), 2879–2889.
- Ciampa, K. (2014). Learning in a mobile age: an investigation of student motivation. *Journal of Computer Assisted Learning*, 30(1), 82–96.
- Clanton Harpine, E. (2015). Is intrinsic motivation better than extrinsic motivation? In *Group-Centered Prevention in Mental Health* (pp. 87–107). Springer International Publishing.
- Cohen-Vogel, L., Cannata, M., Rutledge, S. A., & Socol, A. R. (2016). A model of continuous improvement in high schools: A process for research, innovation design, implementation, and scale. *Teachers College Record* (1970), 118(13), 1–26.
- Collins, W. A. (2015). *Aspects of the Development of competence: The Minnesota symposia on child psychology*. Psychology Press.
- Comings, J. P. (2023). *Persistence: Helping Adult Education Students Reach Their Goals*. Taylorfrancis.com.
- Compas, B. E., Jaser, S. S., Bettis, A. H., Watson, K. H., Gruhn, M. A., Dunbar, J. P., Williams, E., & Thigpen, J. C. (2017). Coping, emotion regulation, and psychopathology in childhood and adolescence: A meta-analysis and narrative review. *Psychological Bulletin*, 143(9), 939–991.
- Concannon, J. P., Serota, S. B., Fitzpatrick, M. R., & Brown, P. L. (2019). How Interests, self-efficacy, and self-regulation impacted six undergraduate pre-engineering students' persistence. *European Journal of Engineering Education*, 44(4), 484–503.
- Cook, D. A., & Artino, A. R., Jr. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education*, 50(10), 997–1014.

- Cook, J. W. (Ed.). (2019). Sustainability, human well-being, and the future of education. Springer International Publishing.
- Cook-Sather, A., Clarke, B., Condon, D., Cushman, K., Demetriou, H., & Easton, L. (2015). Learning from the student's perspective: A sourcebook for effective teaching. Routledge.
- Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2023). Learning through Serving: A student guidebook for service-learning and civic engagement across academic disciplines and cultural communities. Taylor & Francis.
- Crocetti, E., Albarello, F., Meeus, W., & Rubini, M. (2023). Identities: A developmental social-psychological perspective. *European Review of Social Psychology*, 34(1), 161–201.
- CSTD. (2024). Formal theory: SDT's five mini-theories. Self determination theory.org.
- Cusella, L. P. (1980). The effects of feedback on intrinsic motivation: A propositional extension of cognitive evaluation theory from an organizational communication perspective. *Annals of the International Communication Association*, 4(1), 367–387.
- D'Addario, M. (2020). Bullying educational: Classroom harassment and intimidation. Babelcube.
- Daneshfar, S., & Moharami, M. (2018, May). Dynamic Assessment in Vygotsky's Sociocultural Theory: Origins and Main Concepts. Core.ac.uk.
- Daniel Batson, C. (2014). The altruism question: Toward A social-psychological answer. Psychology Press.
- Daniels, K. N., Billingsley, K. Y., Billingsley, J., Long, Y., & Young, D. (2015). Impacting resilience and persistence in underrepresented populations through service-learning. *Journal for Multicultural Education*, 9(3), 174–192.
- Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the whole child: Improving school climate to support student success. Learning Policy Institute.
- Datu, J. A. D. (2021). Beyond passion and perseverance: Review and future research initiatives on the science of grit. *Frontiers in Psychology*, 11.
- Deci, E. L., & Ryan, R. M. (2013). Intrinsic motivation and self-determination in human behavior. Springer Science & Business Media.
- Di Domenico, S. I., & Ryan, R. M. (2017). The emerging neuroscience of intrinsic motivation: A new frontier in self-determination research. *Frontiers in Human Neuroscience*, 11.
- Dincer, A., Yeşilyurt, S., Noels, K. A., & Vargas Lascano, D. I. (2019). Self-determination and classroom engagement of EFL learners: A mixed-methods study of the self-system model of motivational development. *SAGE Open*, 9(2), 215824401985391.
- Dionigi, R. A. (2015). Stereotypes of aging: Their effects on the health of older adults. *Journal of Geriatrics*, 2015, 1–9.
- du Plessis-Kannemeyer, C. M. (2022). The role of causality orientations on the motivation and career choices of South African professional musicians, during their formative years. *Sun.Ac.Za*.
- Dusenbury, L. A. D. W. (2017, September). Social emotional learning in elementary school: Preparation for success. 83(1), 36–43.

- Dweck, C., Walton, G., & Cohen, G. L. (2014). *Academic Tenacity: Mindsets and Skills that Promote Long-term learning*. Bill & Melinda Gates Foundation.
- Elhadary, T., & Elhaty, I. A. (2023). Supporting students to cultivate intrinsic motivation for university online classes. *The Journal of Research Administration*, 5(2), 7875–7894.
- Elmi, C. (2020). Integrating social emotional learning strategies in higher education. *European Journal of Investigation in Health Psychology and Education*, 10(3), 848–858.
- Ensign, J., & Woods, A. M. (2014). Strategies for increasing academic achievement in higher education. *Journal of Physical Education, Recreation and Dance*, 85(6), 17–22.
- Facione, P. A., Facione, N. C., & Giancarlo, C. A. F. (1996). *The Motivation to Think in Working and Learning*. Insightassessment.com.
- Ferdman, B. M. (2013). The practice of inclusion in diverse organizations. In *Diversity at Work: The Practice of Inclusion* (pp. 3–54). Wiley.
- Filade, B. A., Bello, A. A., Uwaoma, C., Bassey, A. B., & Nwangburuka, K. (2019). Peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. *African Educational Research Journal*, 7(2), 81–87.
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, 10(4), 16–37.
- Filimonov, D. (2017). Extrinsic motivation and incentives.
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 339–363.
- Fisher, D., Frey, N., & Savitz, R. S. (2019). *Teaching hope and resilience for students experiencing trauma: Creating safe and nurturing classrooms for learning*. Teachers College Press.
- Fong, C. J., Patall, E. A., Vasquez, A. C., & Stautberg, S. (2019). A meta-analysis of negative feedback on intrinsic motivation. *Educational Psychology Review*, 31(1), 121–162.
- Forman, M. L., Stosich, E. L., & Bocala, C. (2021). *The Internal Coherence Framework: Creating the conditions for continuous improvement in schools*. Harvard Education Press.
- Frenzel, A. C., Daniels, L., & Burić, I. (2021). Teacher emotions in the classroom and their implications for students. *Educational Psychologist*, 56(4), 250–264.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD.
- Fullan, M. (2007). *Leading in a Culture of change*. John Wiley & Sons.
- Fullerton, D. J., Zhang, L. M., & Kleitman, S. (2021). An integrative process model of resilience in an academic context: Resilience resources, coping strategies, and positive adaptation. *PLoS One*, 16(2), e0246000.
- Fung, D. (2020). The impacts of effective group work on social and gender differences in Hong Kong science classrooms. *International Journal of Science Education*, 42(3), 372–405.
- Gagne, M. (2014). *The Oxford Handbook of work engagement, motivation, and self-Determination Theory*. Oxford University Press.

- George, M., Lim, H., Lucas, S., & Meadows, R. (2015). Learning by doing: Experiential learning in criminal justice. *Journal of Criminal Justice Education*, 26(4), 471–492.
- Ghanad, A. (2023). An overview of quantitative research methods. *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS*, 06(08).
- Gibson, C., & Jacobson, T. E. (2018). Habits of mind in an uncertain information world. *Reference & User Services Quarterly*, 57(3), 183.
- Gillies, R. M. (2019). Promoting academically productive student dialogue during collaborative learning. *International Journal of Educational Research*, 97, 200–209.
- Gitomer, D., & Bell, C. (2016). *Handbook of Research on Teaching*. Torrossa.com.
- Glaister, C., & Gold, J. (2022). Bridging the gap between reflective learning and reflective practice through anticipatory reflection. *Education + Training*, 64(8/9), 1060–1073.
- Gotsis, G., & Grimani, K. (2016). The role of servant leadership in fostering inclusive organizations. *Journal of Management Development*, 35(8), 985–1010.
- Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3(1), 5–39.
- Graham, S., & Weiner, B. (2012). Motivation: Past, present, and future. In *APA educational psychology handbook, Vol 1: Theories, constructs, and critical issues (Vol. 1, pp. 367–397)*. American Psychological Association.
- Greenier, V., Fathi, J., & Behzadpoor, S.-F. (2023). Teaching for creativity in an EFL context: The predictive roles of school climate, teaching enthusiasm, and metacognition. *Thinking Skills and Creativity*, 50(101419), 101419.
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 27(1), 117–136.
- Gregory, A., Clawson, K., Davis, A., & Gerewitz, J. (2016). The promise of restorative practices to transform teacher-student relationships and achieve equity in school discipline. *Journal of Educational and Psychological Consultation: The Official Journal of the Association for Educational and Psychological Consultants*, 26(4), 325–353.
- Gregory, G., & Kaufeldt, M. (2015). *The Motivated Brain: Improving student attention, engagement, and perseverance*. ASCD.
- Gresham. (2019). *Self-directed learning: Empowering authentic learner autonomy through self-agency in the secondary school learning environment*.
- Gunnar, M. R., & Thelen, E. (2014). *Systems and development: The Minnesota symposia on Child Psychology*. Psychology Press.
- Gunnell, K. E., Crocker, P. R. E., Mack, D. E., Wilson, P. M., & Zumbo, B. D. (2014). Goal contents, motivation, psychological need satisfaction, well-being and physical activity: A test of self-determination theory over 6 months. *Psychology of Sport and Exercise*, 15(1), 19–29.
- Gurieva, S. D., Kazantseva, T. V., Mararitsa, L. V., & Gundelakh, O. E. (2022). Social perceptions of gender differences and the subjective significance of the gender inequality issue. *Psychology in Russia State of Art*, 15(2), 65–82.

- Habgood, M. P. J., & Ainsworth, S. E. (2011). Motivating children to learn effectively: Exploring the value of intrinsic integration in educational games. *Journal of the Learning Sciences*, 20(2), 169–206.
- Habley, W. R., Bloom, J. L., & Robbins, S. (2012). *Increasing Persistence: Research-based strategies for college student success*. John Wiley & Sons.
- Haddad, G., Haddad, G., & Nagpal, G. (2021). Can students' perception of the diverse learning environment affect their intentions toward entrepreneurship? *Journal of Innovation & Knowledge*, 6(3), 167–176.
- Hafizoglu, A., Turkish Ministry of National Education, Science Teacher, Alicoren Middle School, Bolu, Turkey, Yerdelen, S., & Department of Mathematics and Science Education, Kafkas University, Faculty of Education, Kars, Turkey. (2019). The role of students' motivation in the relationship between perceived learning environment and achievement in science: A mediation analysis. *Science Education International*, 30(4), 51–260.
- Hallett, R. E., & Freas, A. (2018). Community college students' experiences with homelessness and housing insecurity. *Community College Journal of Research and Practice*, 42(10), 724–739.
- Han, S., Yusupbag, D., Yao, X., & Han, Z. (2023). Investigating the emotion patterns of students' abnormal interactions in primary class teaching contexts. *Sustainability*, 15(24), 16785.
- Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80, 152–161.
- Hargreaves, A., & Shirley, D. (2021). *Well-being in schools: Three Forces That Will Uplift Your Students in a Volatile World*. ASCD.
- Harmes, B. A. H. (2015). Intrinsic and extrinsic motivation: Mythic aspects in the tertiary sector. In *Myths in Education, Learning and Teaching* (pp. 40–58). Palgrave Macmillan UK.
- Hassan, H., Hariri, N. A., & Khan, K. (2019, December 15). *Enhancing Intrinsic Motivation to Learn in Adults: Empowering ESL Students*. Academia.edu. <https://www.academia.edu/download/78070917/43137.pdf>
- Hassel, S., & Ridout, N. (2018). An investigation of first-year students' and lecturers' expectations of university education. *Frontiers in Psychology*, 8.
- Hawthorne, H. (2021, November 17). *Understanding the importance of motivation in education*. The Hub | High Speed Training.
- Hedges, H. (2019). The “fullness of life”: Learner interests and educational experiences. *Learning Culture and Social Interaction*, 23(100258), 100258. <https://doi.org/10.1016/j.lcsi.2018.11.005>
- Hendijani, R., Bischak, D. P., Arvai, J., & Dugar, S. (2016). Intrinsic motivation, external reward, and their effect on overall motivation and performance. *Human Performance*, 29(4), 251–274.
- Hernandez, P. R., Schultz, P. W., Estrada, M., Woodcock, A., & Chance, R. C. (2013). Sustaining optimal motivation: A longitudinal analysis of interventions to broaden participation of underrepresented students in STEM. *Journal of Educational Psychology*, 105(1), 89–107.
- Hess, J. L., Strobel, J., & Brightman, A. O. (2017). The development of empathic perspective-taking in an engineering ethics course. *Journal of Engineering Education*, 106(4), 534–563.

- Hill, K. A., Samuels, E. A., Gross, C. P., Desai, M. M., Sitkin Zelin, N., Latimore, D., Huot, S. J., Cramer, L. D., Wong, A. H., & Boatright, D. (2020). Assessment of the prevalence of medical student mistreatment by sex, race/ethnicity, and sexual orientation. *JAMA Internal Medicine*, 180(5), 653.
- Hlinka, K. R. (2017). Tailoring retention theories to meet the needs of rural Appalachian community college students. *Community College Review*, 45(2), 144–164.
- Hofeditz, M., Nienaber, A.-M., Dysvik, A., & Schewe, G. (2017). “want to” versus “have to”: Intrinsic and extrinsic motivators as predictors of compliance behavior intention. *Human Resource Management*, 56(1), 25–49.
- Hoffman, D. F. (2020). Institutional and major persistence among first-generation engineering students in a first-year program: a grounded theory study.
- Hofstein, A., & Lunetta, V. N. (2004). The laboratory in science education: Foundations for the twenty-first century. *Science Education*, 88(1), 28–54.
- Holder, B. (2007). An investigation of hope, academics, environment, and motivation as predictors of persistence in higher education online programs. *The Internet and Higher Education*, 10(4), 245–260.
- Hollebeak, J., & Amorose, A. J. (2005). Perceived coaching behaviors and college athletes’ intrinsic motivation: A test of self-determination theory. *Journal of Applied Sport Psychology*, 17(1), 20–36.
- Howard, J. L., Julien S. Bureau, Guay, F., Chong, J. X. Y., & Ryan, R. M. (2021). Student motivation and associated outcomes: A meta-analysis from self-determination theory. *Perspectives on Psychological Science: A Journal of the Association for Psychological Science*, 16(6), 1300–1323.
- Howley-Rouse, A. (2020, January 20). The role of motivation in learning. THE EDUCATION HUB.
- Huang, H.-W. (2021). Effects of smartphone-based collaborative vlog projects on EFL learners’ speaking performance and learning engagement. *Australasian Journal of Educational Technology*, 37(6), 18–40.
- Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political Psychology*, 22(1), 127–156.
- Hymel, S., & Katz, J. (2019). Designing classrooms for diversity: Fostering social inclusion. *Educational Psychologist*, 54(4), 331–339.
- Jabeen, S., Siddique, M., Mughal, K. A., Khalid, H., & Shoukat, W. (2022). School environment: A predictor of students’ performance at secondary level in Pakistan. *Journal of Positive School Psychology*, 6(10), 2528–2552.
- Jacob, T. (2023). Do it Now. Thomas Jacob.
- Jiang, M.-M., Gao, K., Wu, Z.-Y., & Guo, P.-P. (2022). The influence of academic pressure on adolescents’ problem behavior: Chain mediating effects of self-control, parent–child conflict, and subjective well-being. *Frontiers in Psychology*, 13.
- Johnson, D. (2017). The role of teachers in motivating students to learn. *Eric.ed.gov*.

- Jokelova, A. (2013). ARCS motivational model: Theoretical concepts and its use in online courses. 2013 IEEE 11th International Conference on Emerging eLearning Technologies and Applications (ICETA), 189–194.
- Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities. *Educational Psychologist*, 54(4), 250–270.
- Kahu, E. R., & Nelson, K. (2018). Student engagement in the educational interface: understanding the mechanisms of student success. *Higher Education Research & Development*, 37(1), 58–71.
- Kahveci, H. (2023). The positive and negative effects of teacher attitudes and behaviors on student progress. *Journal of Pedagogical Research*, 7(1), 290–306.
- Kalmpourtzis, G. (2018). *Educational Game Design Fundamentals: A journey to creating intrinsically motivating learning experiences*. CRC Press.
- Karkar-Esperat, T. M. (2018). *Journal of International Students 2018 vol 8 issue 4*. Lulu.com.
- Kearney, C. A. (2016). *Managing School Absenteeism at Multiple Tiers: An evidence-based and practical guide for professionals*. Oxford University Press.
- Keller, J. M. (2010). The arcs model of motivational design. In *Motivational Design for Learning and Performance* (pp. 43–74). Springer US.
- Kelley, H. H., & Michela, J. L. (1980). Attribution theory and research. *Annual Review of Psychology*, 31(1), 457–501.
- Kember, D. (2000). *Instructional Science*, 28(5), 469–490.
- Kendra Cherry, M. (2013, June 3). How does extrinsic motivation influence behavior? Verywell Mind.
- King, N., & Bunce, L. (2020). Academics' perceptions of students' motivation for learning and their own motivation for teaching in a marketized higher education context. *The British Journal of Educational Psychology*, 90(3), 790–808.
- Kite, M. E., Whitley, B. E., Jr, & Wagner, L. S. (2022). *Psychology of prejudice and discrimination*. Taylor & Francis.
- Kollar, E. A. (2016). *Self-Determination Theory*. Uwf.edu.
- Krou, M. R., Fong, C. J., & Hoff, M. A. (2021). Achievement motivation and academic dishonesty: A meta-analytic investigation. *Educational Psychology Review*, 33(2), 427–458.
- Kulakow, S. (2020). Academic self-concept and achievement motivation among adolescent students in different learning environments: Does competence-support matter? *Learning and Motivation*, 70(101632), 101632.
- Kum, B. A. (2022). The effects of intrinsic and extrinsic motivation on student learning effectiveness (case study: International students of Estonian. Eek.Ee.
- Kumagai, A. K. (2022). Discomfort, doubt, and the edge of learning. *Academic Medicine: Journal of the Association of American Medical Colleges*, 97(5), 649–654.
- Kustka-McLaughlin, S. (2017). Student resiliency and intrinsic motivation for college and career success: A narrative inquiry.

- Kutsyuruba, B., Klinger, D. A., & Hussain, A. (2015). Relationships among school climate, school safety, and student achievement and well-being: a review of the literature. *Review of Education*, 3(2), 103–135.
- La Guardia, J. G. (2009). Developing who I am: A self-determination theory approach to the establishment of healthy identities. *Educational Psychologist*, 44(2), 90–104.
- Lacoe, J., & Steinberg, M. P. (2019). Do suspensions affect student outcomes? *Educational Evaluation and Policy Analysis*, 41(1), 34–62.
- Lai, C. (2009). Motivating employees through incentive programs.
- Lakhal, S., Khechine, H., & Mukamurera, J. (2021). Explaining persistence in online courses in higher education: a difference-in-differences analysis. *International Journal of Educational Technology in Higher Education*, 18(1).
- Laursen, B., & Faur, S. (2022). What does it mean to be susceptible to influence? A brief primer on peer conformity and developmental changes that affect it. *International Journal of Behavioral Development*, 46(3), 222–237.
- Lee, J. (2022). The effect of intrinsic and extrinsic motivation on student success in a magnet program. [Scholarcommons.sc.edu](https://scholarcommons.sc.edu).
- Legault, L. (2020). Intrinsic and Extrinsic Motivation. In *Encyclopedia of Personality and Individual Differences* (pp. 2416–2419). Springer International Publishing.
- Leo, F. M., Mouratidis, A., Pulido, J. J., López-Gajardo, M. A., & Sánchez-Oliva, D. (2022). Perceived teachers' behavior and students' engagement in physical education: the mediating role of basic psychological needs and self-determined motivation. *Physical Education and Sport Pedagogy*, 27(1), 59–76.
- Lepper, M. R., & Greene, D. (2015). *The hidden costs of reward: New perspectives on the psychology of human motivation*. Psychology Press.
- Li, J., & Xue, E. (2023). Dynamic interaction between student learning behaviour and learning environment: Meta-analysis of student engagement and its influencing factors. *Behavioral Sciences*, 13(1), 59.
- Li, K., & Keller, J. M. (2018). Use of the ARCS model in education: A literature review. *Computers & Education*, 122, 54–62.
- Llorens, A., Tzovara, A., Bellier, L., Bhaya-Grossman, I., Bidet-Caulet, A., Chang, W. K., Cross, Z. R., Dominguez-Faus, R., Flinker, A., Fonken, Y., Gorenstein, M. A., Holdgraf, C., Hoy, C. W., Ivanova, M. V., Jimenez, R. T., Jun, S., Kam, J. W. Y., Kidd, C., Marcelle, E., ... Dronkers, N. F. (2021). Gender bias in academia: A lifetime problem that needs solutions. *Neuron*, 109(13), 2047–2074.
- Lobczowski, N. G. (2020). Bridging gaps and moving forward: Building a new model for socioemotional formation and regulation. *Educational Psychologist*, 55(2), 53–68.
- Locke, E. A., & Schattke, K. (2019). Intrinsic and extrinsic motivation: Time for expansion and clarification. [Apa.org](https://apa.org).
- Loes, C., Pascarella, E., & Umbach, P. (2012). Effects of diversity experiences on critical thinking skills: Who benefits? *The Journal of Higher Education*, 83(1), 1–25.

- Lohmann, J., Houliort, N., & De Allegri, M. (2016). Crowding out or no crowding out? A Self-Determination Theory approach to health worker motivation in performance-based financing. *Social Science & Medicine* (1982), 169, 1–8.
- Lokman, A., Hassan, F., Ustadi, Y. A., Rahman, F. A. A., Zain, Z. M., & Rahmat, N. H. (2022, January 9). Investigating Motivation for Learning Via Vroom's Theory. *Researchgate.net*.
- Lou, J., Fang, Y., Lim, K. H., & Peng, J. Z. (2013). Contributing high quantity and quality knowledge to online Q&A communities. *Journal of the American Society for Information Science and Technology*, 64(2), 356–371.
- Lucas, B., & Spencer, E. (2018). *Developing Tenacity: Teaching learners how to persevere in the face of difficulty* (Pedagogy for a Changing World series). Crown House Publishing.
- Luthar, S. S. (2015). Resilience in development: A synthesis of research across five decades. In *Developmental Psychopathology* (pp. 739–795). Wiley.
- Magolda, P. M., & Baxter Magolda, M. B. (2023). *Contested issues in Student Affairs: Diverse perspectives and respectful dialogue*. Taylor & Francis.
- Malone, T. (1981). Toward a theory of intrinsically motivating instruction. *Cognitive Science*, 5(4), 333–369.
- Marco Learning. (2018, August 10). Grades vs learning – shifting attention to what's important. Marco Learning.
- Marshman, E., Kalender, Z. Y., Schunn, C., Nokes-Malach, T., & Singh, C. (2018). A longitudinal analysis of students' motivational characteristics in introductory physics courses: Gender differences. *Canadian Journal of Physics*, 96(4), 391–405.
- Martela, F., Hankonen, N., Ryan, R. M., & Vansteenkiste, M. (2021). Motivating voluntary compliance to behavioural restrictions: Self-determination theory-based checklist of principles for COVID-19 and other emergency communications. *European Review of Social Psychology*, 32(2), 305–347.
- Martinot, D., Sicard, A., Gul, B., Yakimova, S., Taillandier-Schmitt, A., & Maintenant, C. (2022). Peers and teachers as the best source of social support for school engagement for both advantaged and priority education area students. *Frontiers in Psychology*, 13.
- McClendon, C., Neugebauer, R., & King, A. L. (2017). Grit, growth mindset, and deliberate practice in online learning. *Journal of Instructional Research*, 8, 8–17.
- McGhee, D. E., Lowell, N., & Lemire, A. S. (2007). *The Classroom Learning Environment (CLE) Questionnaire: Preliminary Development*.
- McWatt, S. C. (2021). Responding to Covid-19: A thematic analysis of students' perspectives on modified learning activities during an emergency transition to remote human anatomy education. *Anatomical Sciences Education*, 14(6), 721–738.
- Mealings, M., Douglas, J., & Olver, J. (2017). Beyond academic performance: Practice implications for working with students following traumatic brain injury. *International Journal of Speech-Language Pathology*, 19(5), 441–453.
- Mendes-Sousa, M. M., Perrone, M. B., de Melo, R. B., Ribeiro, M. V. V., Chao, Q., Torres, C., Sanchez, Z. M., Surkan, P. J., Martins, S. S., Fidalgo, T. M., & Caetano, S. C. (2023). The Impact of Family Stress and Resilience on Child Development: a scope review. *Trends in Psychiatry and Psychotherapy*.

- Merrick, K. E., & Shafi, K. (2013). A game theoretic framework for incentive-based models of intrinsic motivation in artificial systems. *Frontiers in Psychology*, 4.
- Meshram, K., Tembhare, V., Taksande, A., Pohekar, S., Kasturkar, P., Sakharkar, S., Wankhede, D., & Sakharwade, P. (2021). Preventive recommendations to reduce the impact of poor ergonomics on children during online learning. *Journal of Pharmaceutical Research International*, 33(57B), 247–252.
- Mirra, N. (2018). *Educating for empathy: Literacy learning and civic engagement*. Teachers College Press.
- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development Environment and People*, 9(4), 50–79.
- Mohammed, S. K. (2023). *Adult learning and motivation of students previously involved in the U.s. criminal justice system*. Walden University.
- Monteiro, V., Carvalho, C., & Santos, N. N. (2021). Creating a supportive classroom environment through effective feedback: Effects on students' school identification and behavioral engagement. *Frontiers in Education*, 6.
- Murayama, K. (2022). A reward-learning framework of knowledge acquisition: An integrated account of curiosity, interest, and intrinsic–extrinsic rewards. *Psychological Review*, 129(1), 175–198.
- Nadan, Y., & Stark, M. (2016, May 3). *The Pedagogy of Discomfort: Enhancing Reflectivity on Stereotypes and Bias*. Oup.com.
- Nair, P., & Fahimirad, M. (2019). A qualitative research study on the importance of life skills on undergraduate students' personal and social competencies. *International Journal of Higher Education*, 8(5), 71–83.
- Neblett, E. W., Jr. (2019). Diversity (psychological) science training: Challenges, tensions, and a call to action. *The Journal of Social Issues*, 75(4), 1216–1239.
- Nishina, A., Lewis, J. A., Bellmore, A., & Witkow, M. R. (2019). Ethnic diversity and inclusive school environments. *Educational Psychologist*, 54(4), 306–321.
- OECD. (2010). *Educational research and innovation the nature of learning using research to inspire practice: Using research to inspire practice*. OECD Publishing.
- Oga-Baldwin, W. L. Q., & Nakata, Y. (2020). How teachers promote young language learners' engagement: Lesson form and lesson quality. *Language Teaching for Young Learners*, 2(1), 101–130.
- Orsini, C., Evans, P., Binnie, V., Ledezma, P., & Fuentes, F. (2016). Encouraging intrinsic motivation in the clinical setting: teachers' perspectives from the self-determination theory. *European Journal of Dental Education: Official Journal of the Association for Dental Education in Europe*, 20(2), 102–111. <https://doi.org/10.1111/eje.12147>
- Osher, D., Mayer, M. J., Jagers, R. J., Kendziora, K., & Wood, L. (2019). *Keeping students safe and helping them thrive [2 volumes]: A collaborative handbook on school safety, mental health, and wellness [2 volumes]*. Bloomsbury Publishing.
- Osterman, K. F. (2023). Teacher practice and students' sense of belonging. In *Second International Research Handbook on Values Education and Student Wellbeing* (pp. 971–993). Springer International Publishing.

- Owusu-Agyeman, Y., & Mugume, T. (2023). Academic adjustment of first year students and their transition experiences: The moderating effect of social adjustment. *Tertiary Education and Management*, 29(2), 189–209.
- Palmieri, L. E., & La Salle, T. P. (2017). Supporting students in foster care: Supporting students in foster care. *Psychology in the Schools*, 54(2), 117–126.
- Paolini, A. C. (2020). Social emotional learning: Key to career readiness. *Anatolian Journal of Education*, 5(1), 125–134.
- Papadakis, S., Vaiopoulou, J., Sifaki, E., Stamovlasis, D., & Kalogiannakis, M. (2021). Attitudes towards the use of educational robotics: Exploring pre-service and in-service early childhood teacher profiles. *Education Sciences*, 11(5), 204.
- Pashea, J. J., Jr, & Kochel, T. R. (2016). Face-to-face surveys in high crime areas: Balancing respondent cooperation and interviewer safety. *Journal of Criminal Justice Education*, 27(1), 95–120.
- Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student Development in college: Theory, research, and practice*. John Wiley & Sons.
- Pekrun, R., & Linnenbrink-Garcia, L. (2014). *International handbook of emotions in education*. Routledge.
- Peralta-Castro, F. (2023). Fostering Environmental Autonomy Support in an English Course for Middle School Learners in Western México. [Researchgate.net](https://www.researchgate.net).
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Pless, N., & Maak, T. (2004). Building an inclusive diversity culture: Principles, processes and practice. *Journal of Business Ethics*, 54(2), 129–147.
- Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C., & van der Zee, K. (2013). Managing a culturally diverse workforce: Diversity perspectives in organizations. *International Journal of Intercultural Relations: IJIR*, 37(2), 159–175.
- Poulsen, A. A., Rodger, S., & Ziviani, J. M. (2006). Understanding children's motivation from a self-determination theoretical perspective: Implications for practice. *Australian Occupational Therapy Journal*, 53(2), 78–86.
- Prilleltensky, I., & Nelson, G. (2017). *Doing Psychology Critically: Making a difference in diverse settings*. Bloomsbury Publishing.
- Printer, L. (2023). Positive emotions and intrinsic motivation: A self-determination theory perspective on using co-created stories in the language acquisition classroom. *Language Teaching Research*.
- Puspita Sari, Y. (2019). The effect of giving reward and punishment toward enhancing students motivation in learning English at smpn 06 Kaur. IAIN BENGKULU.
- Quaye, S. J., Harper, S. R., & Pendakur, S. L. (2019). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. Routledge.
- Rabl, T., del Carmen Triana, M., Byun, S.-Y., & Bosch, L. (2020). Diversity management efforts as an ethical responsibility: How employees' perceptions of an organizational integration and learning approach to diversity affect employee behavior. *Journal of Business Ethics*, 161(3), 531–550.

- Rahimi, E., van den Berg, J., & Veen, W. (2015). A learning model for enhancing the student's control in educational process using Web 2.0 personal learning environments. *British Journal of Educational Technology: Journal of the Council for Educational Technology*, 46(4), 780–792.
- Ramzan, M., Javaid, Z. K., Kareem, A., & Mobeen, S. (2023). Amplifying classroom enjoyment and cultivating positive learning attitudes among ESL learners. *Pakistan Journal of Humanities and Social Sciences*, 11(2), 2298–2308.
- Raufelder, D., & Kulakow, S. (2021). The role of the learning environment in adolescents' motivational development. *Motivation and Emotion*, 45(3), 299–311. <https://doi.org/10.1007/s11031-021-09879-1>
- Reeve, J. (2018). *Understanding motivation and emotion*. John Wiley & Sons.
- Rheinberg, F., & Engeser, S. (2018). Intrinsic motivation and flow. In *Motivation and Action* (pp. 579–622). Springer International Publishing.
- Rheinberg, F., & Engeser, S. (2018). Intrinsic Motivation and Flow. In *Motivation and Action* (pp. 579–622). Springer International Publishing.
- Ricci, M. C. (2021). *Mindsets in the Classroom: Building a growth mindset learning community*. Routledge.
- Richard Milner, H. (2021). *Start Where You Are, but don't Stay There, second edition: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Harvard Education Press.
- Rigby, C. S., & Ryan, R. M. (2018). Self-determination theory in human resource development: New directions and practical considerations. *Advances in Developing Human Resources*, 20(2), 133–147.
- Riley, G. (2020). Theoretical Perspectives. In *Unschooling* (pp. 21–36). Springer International Publishing.
- Riley, K. A., & Rustique-Forrester, E. (2002). *Working with disaffected students: Why students lose interest in school and What we can do about it*. SAGE.
- Roberson, S. (2020). Developing student success through persistence: Teaching more than content. *Education*, 141(2), 83–100.
- Rojas, L., & Liou, D. D. (2017). Social justice teaching through the sympathetic touch of caring and high expectations for students of color. *Journal of Teacher Education*, 68(1), 28–40.
- Roksa, J., Kilgo, C. A., Trolan, T. L., Pascarella, E. T., Blaich, C., & Wise, K. S. (2017). Engaging with diversity: How positive and negative diversity interactions influence students' cognitive outcomes. *The Journal of Higher Education*, 88(3), 297–322.
- Roths, A., Lemos, M. S., & Gonçalves, T. (2017). Motivational profiles of adult learners. *Adult Education Quarterly (American Association for Adult and Continuing Education)*, 67(1), 3–29.
- Ruiz-Alfonso, Z., & León, J. (2016). The role of passion in education: A systematic review. *Educational Research Review*, 19, 173–188.
- Rummel, A., & Feinberg, R. (1988). Cognitive evaluation theory: A meta-analytic review of the literature. *Social Behavior and Personality*, 16(2), 147–164.

- Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learning Environments Research*, 26(1), 161–175.
- Ryan, R. M. (2023). *The oxford handbook of Self-determination theory*. Oxford University Press.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(101860), 101860.
- Saari P. (2012). Psychological and Neuroscientific Perspectives. Diva-portal.org. <https://www.diva-portal.org/smash/get/diva2:572708/FULLTEXT01.pdf>
- Sadiki, L., & Steyn, A. F. (2020, December). All hands on deck!' Responding to undergraduate criminology teaching and learning in a time of pandemic pedagogy. *Journals.Co.Za*.
- Saeed, S., & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and Learning*, 1(2), 252–267.
- Saeed, Sitwat, & Zyngier, D. (2012). How motivation influences student engagement: A qualitative case study. *Journal of Education and Learning*, 1(2).
- Saggers, B. (2020). *Developing Positive Classroom Environments: Strategies for nurturing adolescent learning*. Routledge.
- Sala, A., Punie, Y., & Garkov, V. (2020). *LifeComp: The european framework for personal, social and learning to learn key competence: European Commission*. Researchgate.net.
- Sanguras, L. (2021). *Grit in the classroom: Building perseverance for excellence in Today's Students*. Routledge.
- Santos, R. B. (2016). *Crime Analysis with Crime Mapping*. SAGE Publications.
- Schildberg-Hörisch, H., & Wagner, V. (2020). Chapter 19 - Monetary and non-monetary incentives for educational attainment: design and effectiveness. *Sciencedirect.com*.
- Schmid, R. (2018). Pockets of excellence: Teacher beliefs and behaviors that lead to high student achievement at low achieving schools. *SAGE Open*, 8(3), 215824401879723.
- Schneid, M., Isidor, R., Li, C., & Kabst, R. (2015). The influence of cultural context on the relationship between gender diversity and team performance: a meta-analysis. *The International Journal of Human Resource Management*, 26(6), 733–756.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60(101832), 101832.
- Schürmann, L., & Quaiser-Pohl, C. (2022). Out-of-school learning levels prior achievement and gender differences in secondary school students' motivation. *International Journal of Educational Research Open*, 3(100158), 100158
- Scida, E. E., & Jones, J. N. (2017). Navigating stress: Graduate student experiences with contemplative practices in a foreign language teacher education course. *The Journal of Contemplative Inquiry*, 4(1).

- SCISPACE. (2023). What is the effect of peer influence in the students decision-making in the Philippines? SciSpace - Question.
- Scott, C. (2015). The futures of learning 2 : What kind of learning for the 21st century?
- Seeliger, L., & Turok, I. (2013). Towards sustainable cities: Extending resilience with insights from vulnerability and transition theory. *Sustainability*, 5(5), 2108–2128.
- Seli, H. (2019, September 13). Motivation and Learning Strategies for College Success. Taylorfrancis.com.
- Shaath, M., Sleem, H., Sulayeh, Y., Saifi, A.-G., Ishtayah, H., & Hamayel, O. (2021a). School bullying from multiple perspectives: “A qualitative study.” *Education in the Knowledge Society (EKS)*, 22, e23953.
- Shaath, M., Sleem, H., Sulayeh, Y., Saifi, A.-G., Ishtayah, H., & Hamayel, O. (2021b). School bullying from multiple perspectives: “A qualitative study.” *Education in the Knowledge Society (EKS)*, 22, e23953.
- Shala, L. (2021). Inappropriate behavior of students in school and management of class by teachers. Uniselinus.eduCation.
- Shillingford, S., & Karlin, N. J. (2013). The role of intrinsic motivation in the academic pursuits of nontraditional students. *New Horizons in Adult Education and Human Resource Development*, 25(3), 91–102.
- Simon, R. A., Aulls, M. W., Dedic, H., Hubbard, K., & Hall, N. C. (2015). Exploring student persistence in STEM programs: A motivational model. *Canadian Journal of Education*, 38(1), 1–27.
- Simpson, A., & Maltese, A. (2017). “failure is a major component of learning anything”: The role of failure in the development of STEM professionals. *Journal of Science Education and Technology*, 26(2), 223–237.
- Sithole, A., Chiyaka, E. T., McCarthy, P., Mupinga, D. M., Bucklein, B. K., & Kibirige, J. (2017). Student attraction, persistence and retention in STEM programs: Successes and continuing challenges. *Higher Education Studies*, 7(1), 46–59.
- Sogunro, O. A. (2015). Motivating factors for adult learners in higher education. *International Journal of Higher Education*, 4(1), 22–37.
- Soloman, J. M. (2023). Embracing diversity to increase belongingness and foster a culture of success. Western University.
- Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students’ motivation for their academic achievement – replicating and extending previous findings. *Frontiers in Psychology*, 10.
- Stoffel, J. M., & Cain, J. (2018). Review of grit and resilience literature within health professions education. *American Journal of Pharmaceutical Education*, 82(2), 6150.
- Strayhorn, T. L. (2018). College Students’ sense of belonging: A key to educational success for all students. Routledge.
- Stronge, J. H. (2018). Qualities of Effective Teachers. ASCD.
- Stronge, J. H., & Xu, X. (2021). Qualities of effective principals. ASCD.

- Sugarman, D. B., Nation, M., Yuan, N. P., Kuperminc, G. P., Hassoun Ayoub, L., & Hamby, S. (2018). Hate and violence: Addressing discrimination based on race, ethnicity, religion, sexual orientation, and gender identity. *Psychology of Violence*, 8(6), 649–656.
- Sun, L. (2023). Pedagogies of discomfort and empathy in foreign language education: Fostering EFL learners' critical global thinking through literature and art. *Thinking Skills and Creativity*, 50(101411), 101411.
- Svendsen, B., Burner, T., & Røkenes, F. M. (2020). Intrinsically motivating instruction—Thomas Malone. In *Springer Texts in Education* (pp. 45–53). Springer International Publishing.
- Sverdlik, A., & Hall, N. C. (2020). Not just a phase: Exploring the role of program stage on well-being and motivation in doctoral students. *Journal of Adult and Continuing Education*, 26(1), 97–124.
- Sverdlik, A., C. Hall, N., McAlpine, L., & Hubbard, K. (2018). The PhD experience: A review of the factors influencing doctoral students' completion, achievement, and well-being. *International Journal of Doctoral Studies*, 13, 361–388.
- Swanson, E., & Cole, D. (2022). The role of academic validation in developing mattering and academic success. *Research in Higher Education*, 63(8), 1368–1393.
- ten Cate, O. T. J., Kusrkar, R. A., & Williams, G. C. (2011). How self-determination theory can assist our understanding of the teaching and learning processes in medical education. AMEE Guide No. 59. *Medical Teacher*, 33(12), 961–973.
- Tenney, E. R., Poole, J. M., & Diener, E. (2016). Does positivity enhance work performance?: Why, when, and what we don't know. *Research in Organizational Behavior*, 36, 27–46.
- Tetzlaff, L., Schmiedek, F., & Brod, G. (2021). Developing personalized education: A dynamic framework. *Educational Psychology Review*, 33(3), 863–882.
- Theuri, C. (2018). Teachers' perception towards discipline and motivation and its relationship with the performance of students in public secondary schools: A case of Nyeri Central Sub-County. University of Nairobi.
- Thiry, H. (2019). What enables persistence? In *Talking about Leaving Revisited* (pp. 399–436). Springer International Publishing.
- Thompson, N. (2020). *Anti-Discriminatory Practice: Equality, diversity and social justice*. Bloomsbury Publishing.
- Thurston, T. N. (2019). Design case: Implementing gamification with ARCS to engage digital natives. In *Journal on Empowering Teaching Excellence* (Vol. 2, Issue 1, p. 5). Utah State University.
- Tomlinson, C. A., & Imbeau, M. B. (2023). *Leading and managing a Differentiated Classroom*. ASCD.
- Toshalis, E., & Nakkula, M. J. (2012). MOTIVATION, ENGAGEMENT, AND STUDENT VOICE. Howyouthlearn.org.
- Trevino, N. N., & DeFreitas, S. C. (2014). The relationship between intrinsic motivation and academic achievement for first generation Latino college students. *Social Psychology of Education: An International Journal*, 17(2), 293–306.
- Uluduz, H., & Gunbayı, I. (2018). Growth mindset in the classroom. *European Journal of Education Studies*, 0(0).

- Uluduz, Hatice, & Gunbayi, I. (2018). Growth mindset in the classroom. *European Journal of Education Studies*, 0(0).
- Usher, E. L., Li, C. R., Butz, A. R., & Rojas, J. P. (2019). Perseverant grit and self-efficacy: Are both essential for children's academic success? *Journal of Educational Psychology*, 111(5), 877–902.
- Van Lange, P. A. M., Higgins, E. T., Kruglanski, A. W., Van Lange, P. A. M., Higgins, E. T., & Kruglanski, A. W. (2011). *Handbook of Theories of Social Psychology*. Torrossa.com.
- Vansteenkiste, M., Aelterman, N., De Muynck, G.-J., Haerens, L., Patall, E., & Reeve, J. (2018). Fostering personal meaning and self-relevance: A self-determination theory perspective on internalization. *Journal of Experimental Education*, 86(1), 30–49.
- Vansteenkiste, M., Lens, W., & Deci, E. L. (2006). Intrinsic versus extrinsic goal contents in self-determination theory: Another look at the quality of academic motivation. *Educational Psychologist*, 41(1), 19–31.
- Vedartham. (2018). Investigating strategies to increase persistence and success rates among anatomy & physiology students: A case study at Austin community college district.
- Vera-Toscano, E., & Meroni, E. C. (2021). Understanding the modern Australian family today. *Demographic Research*, 45, 653–692.
- Verkuyten, M., Thijs, J., & Gharaei, N. (2019). Discrimination and academic (dis)engagement of ethnic-racial minority students: a social identity threat perspective. *Social Psychology of Education: An International Journal*, 22(2), 267–290.
- Vermote, B., Morbée, S., Soenens, B., Vansteenkiste, M., Waterschoot, J., Beyers, W., & Van der Kaap-Deeder, J. (2023). How do late adults experience meaning during the COVID-19 lockdown? The role of intrinsic goals. *Journal of Happiness Studies*, 24(5), 1759–1780.
- Visser, J., & Keller, J. M. (1990). The clinical use of motivational messages: an inquiry into the validity of the ARCS model of motivational design. *Instructional Science*, 19(6), 467–500.
- Wagers, S. M., Pate, M., Turmel, S., & Burke, J. (2018). What motivates today's criminal justice student to become an engaged learner? *Journal of Criminal Justice Education*, 29(1), 18–38.
- Wakele. (2023, December 4). Empowering students: The key to student ownership of learning. *Wakelet.com*. <https://blog.wakelet.com/empowering-students-the-key-to-student-ownership-of-learning>
- Walsh, P., Owen, P. A., Mustafa, N., & Beech, R. (2020). Learning and teaching approaches promoting resilience in student nurses: An integrated review of the literature. *Nurse Education in Practice*, 45(102748), 102748.
- Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315–352.
- Wang, M.-T., Kiuru, N., Degol, J. L., & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. *Learning and Instruction*, 58, 148–160.
- Warfvinge, P., Löfgreen, J., Andersson, K., Roxå, T., & Åkerman, C. (2022). The rapid transition from campus to online teaching – how are students' perception of learning experiences affected? *European Journal of Engineering Education*, 47(2), 211–229.

- Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*, 69(2), 169–183.
- Watts, C. (2022, November 16). How to promote equality, diversity & inclusion in the classroom. The Hub | High Speed Training.
- Watts, T., & Mondal, S. (2020, August 16). Poor grades in school can't define your success. *Times of India Blog*.
- Weidenfeld, M. C., & Fernandez, K. E. (2017). Does reacting to the past increase student engagement? An empirical evaluation of the use of historical simulations in teaching political theory. *Journal of Political Science Education*, 13(1), 46–61.
- Welsh, R. O., & Little, S. (2018). The school discipline dilemma: A comprehensive review of disparities and alternative approaches. *Review of Educational Research*, 88(5), 752–794.
- Wentzel, K. R., & Miele, D. B. (2016). *Handbook of motivation at school*. Routledge.
- Wiggins, D. K. (2024). Kinesiology's passport to success: Transcending parallel trenches, nurturing active open-mindedness, and Learning from the Octopus. *Kinesiology Review (Champaign, Ill.)*, 13(1), 3–13.
- Wilkins-Yel, K. G., Roach, C. M. L., Tracey, T. J. G., & Yel, N. (2018). The effects of career adaptability on intended academic persistence: The mediating role of academic satisfaction. *Journal of Vocational Behavior*, 108, 67–77.
- Willis, A., Hyde, M., & Black, A. (2019). Juggling with both hands tied behind my back: Teachers' views and experiences of the tensions between student well-being concerns and academic performance improvement agendas. *American Educational Research Journal*, 56(6), 2644–2673.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing Adult Motivation to Learn: A comprehensive guide for teaching all adults*. John Wiley & Sons.
- Wlodkowski, R. J., & Ginsberg, M. B. (2017). *Enhancing Adult Motivation to Learn: A comprehensive guide for teaching all adults*. John Wiley & Sons.
- Wong, H. K., & Wong, R. T. (2018). *THE Classroom Management book*, 2nd edition. Harry K. Wong Publications.
- Wood, R. (2018). *The influence of teacher-student relationships and feedback on students' engagement with learning*. Cambridge Scholars Publishing.
- Wu, P.-H., Kuo, C.-Y., Wu, H.-K., Jen, T.-H., & Hsu, Y.-S. (2018). Learning benefits of secondary school students' inquiry-related curiosity: A cross-grade comparison of the relationships among learning experiences, curiosity, engagement, and inquiry abilities. *Science Education*, 102(5), 917–950.
- Wulf, T., Campbell, J., & Harshbarger, J. P. K. (2021, October 5). Program Review: Criminal Justice Department. Unk.edu.
- Xavier, M., & Meneses, J. (2022). Persistence and time challenges in an open online university: a case study of the experiences of first-year learners. *International Journal of Educational Technology in Higher Education*, 19(1).
- York, T. T., Gibson, C., & Rankin, S. (2015). *Defining and measuring academic success*. University of Massachusetts Amherst.

- Yu, S., & Zhao, X. (2021). The negative impact of bullying victimization on academic literacy and social integration: Evidence from 51 countries in PISA. *Social Sciences & Humanities Open*, 4(1), 100151.
- Zacarian, D., & Silverstone, M. (2020). Teaching to empower: Taking action to foster student agency, self-confidence, and collaboration. ASCD.
- Zajda, J. (2021). Motivation in the classroom: Creating effective learning environments. In *Globalisation, Comparative Education and Policy Research* (pp. 17–34). Springer International Publishing.
- Zhang, L., Han, Y., Zhou, J.-L., Liu, Y.-S., & Wu, Y. (2021). Influence of intrinsic motivations on the continuity of scientific knowledge contribution to online knowledge-sharing platforms. *Public Understanding of Science (Bristol, England)*, 30(4), 369–383.
- Zheng, F. (2022). Fostering students' well-being: The mediating role of teacher interpersonal behavior and student-teacher relationships. *Frontiers in Psychology*, 12.
- Zitha, I., Mokganya, G., & Sinthumule, O. (2023). Innovative strategies for fostering student engagement and collaborative learning among Extended Curriculum Programme students. *Education Sciences*, 13(12), 1196.
- Zuckerman, M. (1979). Attribution of success and failure revisited, or: The motivational bias is alive and well in attribution theory. *Journal of Personality*, 47(2), 245–287.

