

Article

Not peer-reviewed version

From Participation to Passion: Enhancing Motivation and Engagement in the Classroom

[Albina Tadjibaeva](#)*

Posted Date: 14 February 2025

doi: 10.20944/preprints202502.1124.v1

Keywords: student motivation; student engagement; higher education; active learning; intrinsic motivation; extrinsic motivation; technology in education; faculty support; peer support



Preprints.org is a free multidisciplinary platform providing preprint service that is dedicated to making early versions of research outputs permanently available and citable. Preprints posted at Preprints.org appear in Web of Science, Crossref, Google Scholar, Scilit, Europe PMC.

Copyright: This open access article is published under a Creative Commons CC BY 4.0 license, which permit the free download, distribution, and reuse, provided that the author and preprint are cited in any reuse.

Article

From Participation to Passion: Enhancing Motivation and Engagement in the Classroom

Albina Tadjibaeva

PhD student, Department of English Language and Literature, NamSIFL, Namangan, 160130, Uzbekistan;
albinatadjibaeva@gmail.com

Abstract: This study explores strategies to enhance student motivation and engagement in higher education, focusing on factors that influence student participation in academic activities and their commitment to learning. The research investigates how teaching methods, course content, technology integration, and support systems impact students' intrinsic and extrinsic motivation, as well as their cognitive, emotional, and behavioral engagement. Data were collected through quantitative surveys, qualitative interviews, and classroom observations involving 50 undergraduate students and teachers from Namangan State Institute of Foreign Languages, Uzbekistan. The findings reveal that intrinsic motivation, driven by personal interest and relevance to future career goals, significantly influences engagement levels. Additionally, active learning strategies, such as group discussions and problem-solving tasks, were found to increase cognitive and behavioral engagement, while emotional engagement was closely linked to faculty and peer support. The study also highlights mixed responses to technology, with students benefiting from interactive tools but feeling disengaged when technology use was excessive. The results suggest that a balanced approach—incorporating both traditional and technology-enhanced learning strategies, as well as fostering a supportive classroom environment—can significantly improve student motivation and engagement. This research provides valuable insights for educators and institutions seeking to create more effective and engaging learning experiences. Future studies could further explore the long-term effects of these strategies across diverse educational contexts.

Keywords: student motivation; student engagement; higher education; active learning; intrinsic motivation; extrinsic motivation; technology in education; faculty support; peer support

Introduction

In the contemporary landscape of higher education, one of the most pressing challenges faced by educators and institutions is fostering sustained student motivation and engagement. As the educational environment becomes increasingly diverse and technologically advanced, traditional methods of instruction often fail to fully capture the attention and enthusiasm of students. Motivation, defined as the drive that stimulates and sustains goal-oriented behavior, plays a crucial role in the learning process. Engaged students, who are emotionally, cognitively, and behaviorally involved in their learning experiences, tend to perform better academically and are more likely to complete their degrees.

However, recent studies suggest that students in higher education institutions are experiencing a decline in motivation, often leading to disengagement, poor academic performance, and high dropout rates. This trend is particularly concerning given the high expectations placed on universities to not only provide quality education but also to equip students with the skills and knowledge necessary for success in a rapidly changing world. Understanding the factors that contribute to student motivation and engagement, and exploring effective strategies to enhance these elements, is critical for improving educational outcomes.

This paper seeks to investigate various approaches for increasing student motivation and engagement in higher education settings. Through a comprehensive review of existing literature and an exploration of practical interventions, this research aims to provide valuable insights into how educators and institutions can better engage students, creating a more dynamic and rewarding educational experience. By examining both intrinsic and extrinsic motivators, as well as the role of technology and innovative teaching practices, this study will offer actionable recommendations for enhancing student participation, persistence, and overall academic success.

Literature Review

The topic of increasing students' motivation and engagement in higher education has garnered significant attention from educators, researchers, and policymakers over the past few decades. Understanding the dynamics of motivation and engagement is vital to improving academic outcomes and fostering an enriching learning experience. This literature review aims to explore key theories, frameworks, and strategies that have been developed and applied in efforts to enhance student motivation and engagement in higher education.

1. Theories of Motivation in Education

Motivation in educational settings is often categorized into two broad types: intrinsic and extrinsic motivation. Intrinsic motivation refers to engaging in activities for the inherent enjoyment or interest in the task itself, while extrinsic motivation arises from external rewards, such as grades, recognition, or career prospects. Deci and Ryan's Self-Determination Theory (SDT) has been highly influential in this context. SDT posits that students' motivation is maximized when their needs for autonomy, competence, and relatedness are met (Deci & Ryan, 2000). According to this theory, when students perceive themselves as having control over their learning, feel competent in their abilities, and establish meaningful connections with peers and instructors, their intrinsic motivation is enhanced.

In contrast, the Expectancy-Value Theory (Eccles & Wigfield, 2002) emphasizes that students' motivation is influenced by their expectations for success and the value they place on the task. If students believe that their efforts will lead to positive outcomes and that the task is valuable, they are more likely to engage fully. This framework highlights the importance of cultivating both positive self-beliefs and task value to foster motivation.

2. Engagement and Its Dimensions

Engagement is another key concept that closely links to motivation. Student engagement is often defined as the degree to which students are psychologically invested in their learning process (Fredricks, Blumenfeld, & Paris, 2004). The concept of engagement can be broken down into three dimensions: behavioral, cognitive, and emotional. Behavioral engagement refers to active participation in class activities, such as attending lectures, contributing to discussions, and completing assignments. Cognitive engagement involves deep processing of content, critical thinking, and the willingness to invest effort into understanding complex materials. Emotional engagement is related to students' emotional connection to the learning process, including their interest, enthusiasm, and sense of belonging in the academic environment.

Research by Kahu (2013) suggests that engagement is a multi-faceted construct and that these dimensions are interrelated, influencing each other in the learning process. Students who are highly engaged across these dimensions are more likely to experience academic success and persist in their studies.

3. Strategies for Increasing Motivation and Engagement

A wide array of strategies has been proposed to increase student motivation and engagement in higher education. These strategies focus on enhancing intrinsic motivation, increasing the value of learning, and fostering a positive learning environment.

Active Learning Strategies: Active learning, which involves students in hands-on, participatory activities, has been shown to significantly enhance both motivation and engagement. Research indicates that students who engage in active learning—through group discussions, problem-solving tasks, or peer teaching—develop a deeper understanding of the material and are more likely to stay motivated (Prince, 2004).

The integration of technology in the classroom has been found to have a positive effect on student engagement. Digital tools such as learning management systems, gamification, and online forums can provide students with more control over their learning, facilitate collaborative learning experiences, and promote interactive learning (Anderson & Dron, 2011). Technology can also cater to diverse learning styles and help maintain students' interest and motivation.

Providing students with timely and constructive feedback is crucial for maintaining motivation and engagement. According to Hattie and Timperley (2007), feedback that is specific, timely, and actionable helps students understand their progress and areas for improvement, thus boosting their confidence and motivating them to engage further with the material.

Student-centered approaches, such as personalized learning pathways, project-based learning, and flexible curricula, focus on meeting the diverse needs and interests of students. These approaches are grounded in the idea that when students have more control over what and how they learn, they are more likely to feel motivated and engaged (Brown & Race, 2013).

Establishing strong social connections in the academic environment is another effective strategy for promoting engagement. Research by Tinto (1993) suggests that a sense of belonging and strong peer relationships can help students stay motivated, particularly in the face of academic challenges. Mentoring programs, peer tutoring, and collaborative group work can help foster these connections and enhance engagement.

4. Barriers to Motivation and Engagement

Despite the many strategies available to boost motivation and engagement, several barriers can undermine their effectiveness. For instance, academic burnout, characterized by feelings of exhaustion and lack of motivation, is a significant issue in higher education. Research by Schaufeli et al. (2002) highlights how chronic stress and unrealistic workload expectations can negatively impact students' motivation and engagement.

Additionally, institutional factors, such as a lack of resources, poorly structured curricula, and rigid assessment systems, can hinder the implementation of effective engagement strategies. When students feel that the educational environment is not conducive to their learning needs, their motivation and engagement may decline (Astin, 1993).

The body of research on motivation and engagement in higher education underscores the complexity of these constructs and the importance of a multifaceted approach to addressing them. By drawing on diverse strategies—from active learning and technology integration to providing emotional support and personalized learning experiences—educators can create an environment that fosters sustained motivation and engagement. However, addressing the barriers that students face, such as burnout and institutional constraints, is equally important for ensuring that these strategies are effective in the long term. As the landscape of higher education continues to evolve, understanding and promoting student motivation and engagement will remain crucial to the success and well-being of students in higher education institutions.

Methodology

This section outlines the research design, methods, and procedures that will be employed to explore the topic of increasing students' motivation and engagement in higher education. The methodology includes the selection of participants, data collection methods, research tools, and analysis techniques used to investigate how various strategies impact student motivation and engagement.

1. Research Design

The study adopts a mixed-methods approach, combining both qualitative and quantitative research methods. This approach allows for a comprehensive understanding of the research problem by capturing both numerical data (quantitative) and in-depth insights (qualitative) about students' experiences, behaviors, and perceptions of motivation and engagement. By using both methods, the research will not only measure levels of engagement and motivation but also explore the underlying factors that contribute to these outcomes.

2. Participants

The participants of the study will include undergraduate students enrolled in various academic programs at NamSIFL. A purposive sampling technique was used to select participants who represent a range of disciplines (e.g. Korean philology, French and German philology, English language and literature) and levels of study (e.g., first-year students, second-year students, graduate students). This ensures a diverse sample with varying perspectives on motivation and engagement.

The target sample size is 50 students and 20 local teachers, with an aim to include both male and female participants from different socioeconomic backgrounds. Inclusion criteria will include students who have been enrolled in the institute for at least one semester to ensure they have sufficient exposure to the academic environment.

3. Data Collection Methods

To investigate students' motivation and engagement, a combination of surveys, interviews, and observations was utilized.

A structured questionnaire was developed to assess students' motivation and engagement levels. The survey included questions related to both intrinsic and extrinsic motivation, perceived value of courses, engagement in academic activities, and overall satisfaction with their learning experience. The Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich et al., 1991) was adapted to measure motivation and learning strategies, and the Student Engagement Scale (SES) (Kuh, 2009) was used to measure the dimensions of student engagement (behavioral, cognitive, emotional).

The survey was distributed online to participants, with a follow-up reminder to encourage completion. The survey provided quantitative data that was analyzed statistically to determine patterns and relationships between different motivational and engagement factors.

Interviews: Semi-structured interviews were conducted with a subset of 15 students (chosen from the survey participants) to gain deeper insights into their experiences with motivation and engagement. The interviews explored students' perceptions of the factors that influence their motivation, the effectiveness of teaching methods, the role of technology, and their emotional engagement in their studies. These qualitative interviews provided a richer understanding of the factors that may not be fully captured through surveys.

Interview questions were open-ended and included:

- How do you feel about the current teaching methods in your courses?
- What motivates you to engage in your studies?
- How do you perceive the use of technology in your learning?
- What challenges do you face in maintaining motivation throughout the semester?

Observations: In-class observations were conducted to understand students' behavioral engagement during various instructional activities. Observations focused on factors such as student participation in discussions, group activities, and interactions with instructors. Observational data was collected through field notes and helped assess the behavioral aspect of student engagement in real-time learning contexts.

4. Data Analysis

Quantitative Analysis:

The survey, administered via Google Forms, included both closed-ended and open-ended questions. Responses to closed-ended questions were analyzed using descriptive statistics (e.g.,

mean, standard deviation) to assess students' average levels of motivation and engagement. Inferential statistical methods, such as correlation and regression analysis, were employed to examine relationships between motivation, engagement, and other factors (e.g., teaching methods, technology usage).

Qualitative Analysis:

Open-ended responses from the Google Forms survey, along with interview transcripts and observational notes, were examined using thematic analysis. The process involved open coding to identify initial themes, axial coding to categorize related ideas, and selective coding to determine key overarching themes. Rev.com website was utilized to assist with coding and qualitative data management. This analysis provided deeper insights into students' perceptions of motivation and engagement strategies, highlighting patterns in their experiences and responses.

5. Ethical Considerations

This study adhered to ethical guidelines to ensure the privacy, confidentiality, and voluntary participation of all participants. Informed consent was obtained from all participants prior to their involvement in the research. They will be informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty.

Participant anonymity was ensured by assigning unique identifiers to each survey and interview response. All data collected was stored securely and only accessible to the research team. Additionally, the findings were reported in aggregate form to protect individual identities.

6. Limitations

While the mixed-methods approach provides a comprehensive view of student motivation and engagement, there are a few limitations to the study. First, the self-reported nature of surveys and interviews may introduce bias, as students may provide socially desirable responses or may not accurately reflect their true levels of motivation and engagement. Second, the study is limited to one institution, which may affect the generalizability of the findings to other universities or countries with different educational contexts.

Furthermore, the study's reliance on observational data in classroom settings may be influenced by the researcher's subjective interpretation of student engagement. To minimize this, multiple observers were involved in data collection to ensure reliability.

The methodology outlined in this study was designed to provide a robust analysis of the factors influencing student motivation and engagement in higher education. By employing a mixed-methods approach, the research was able to capture both quantitative trends and qualitative insights, leading to a more nuanced understanding of how various strategies can be implemented to enhance student involvement in their academic journey.

Results

This section presents the findings from the data analysis of the study investigating strategies to increase student motivation and engagement in higher education. The results are derived from the quantitative survey responses, qualitative interviews, and classroom observations conducted among 50 undergraduate students at NamSIFL.

1. Quantitative Results

1.1. Levels of Motivation

The Google Forms survey results indicated that the average motivation score among participants was 3.7 on a 5-point Likert scale, suggesting a moderate level of motivation. A detailed analysis of responses showed that intrinsic motivation was generally higher than extrinsic motivation. Specifically, students reported greater motivation when they were personally interested in the subject ($M = 4.1$, $SD = 0.8$) compared to motivation influenced by external factors such as grades or career prospects ($M = 3.3$, $SD = 1.0$).

A correlation analysis was conducted to explore the relationship between intrinsic and extrinsic motivation. The findings revealed a significant positive correlation ($r = 0.63$, $p < 0.01$), suggesting that

students who exhibited high intrinsic motivation were also more likely to be motivated by external rewards.

1.2. Engagement Levels

In terms of student engagement, the average score on the Student Engagement Scale (SES) was 3.5 (SD = 0.7), reflecting moderate engagement across the three dimensions—behavioral, cognitive, and emotional. However, the breakdown of engagement levels indicated a significant variation between the different dimensions:

- **Behavioral Engagement:** Students reported the highest level of behavioral engagement (M = 3.9, SD = 0.6), indicating that most students were actively participating in class activities and completing assignments on time.
- **Cognitive Engagement:** Cognitive engagement was moderate (M = 3.5, SD = 0.8), with students indicating they were somewhat committed to deep learning strategies, such as critical thinking and independent research.
- **Emotional Engagement:** Emotional engagement was slightly lower (M = 3.3, SD = 0.9), suggesting that students experienced moderate emotional connection to their coursework, but many felt disconnected or uninterested at times.

1.3. Demographic Differences in Motivation and Engagement

Further analysis was conducted to explore how different demographic factors influenced student motivation and engagement. T-tests were performed to compare engagement and motivation levels between male and female students, as well as first-year and final-year students.

Gender Differences: There was no significant difference in overall motivation ($t = 1.32, p > 0.05$) between male and female students. However, female students reported slightly higher emotional engagement (M = 3.5, SD = 0.8) compared to male students (M = 3.2, SD = 0.8), though the difference was not statistically significant ($t = 1.75, p = 0.08$).

Year of Study: First-year students reported higher levels of cognitive engagement (M = 3.7, SD = 0.7) than final-year students (M = 3.2, SD = 0.8), suggesting that newer students were more likely to engage in deep learning strategies. However, final-year students exhibited higher levels of behavioral engagement (M = 4.2, SD = 0.5) compared to first-year students (M = 3.7, SD = 0.7), indicating a greater commitment to completing assignments and participating in academic activities.

2. Qualitative Results

2.1. Themes Identified from Interviews

The semi-structured interviews conducted with 15 students revealed several key themes that influence their motivation and engagement. A recurring theme in the interviews was the importance of course content being relevant to students' future careers and personal interests. Many students expressed that when they found the material meaningful or connected to their life goals, their intrinsic motivation increased. As one student noted, "When I can relate what I'm learning to my future job, I feel more motivated to engage deeply in the subject." Many students emphasized the impact of active learning strategies, such as group projects, interactive discussions, and problem-solving activities, on their engagement. They reported feeling more involved when they were encouraged to participate actively in class. One student remarked, "The classes where we work on real-world problems or collaborate with classmates are the ones I look forward to the most." Technology was another common theme, with many students indicating that online learning platforms, video lectures, and interactive tools helped them stay engaged. However, some students expressed frustration with the overuse of digital tools, stating that excessive reliance on online learning platforms made the learning experience feel impersonal. As one participant mentioned, "I like using the online platforms for resources, but I feel disconnected when everything is done through a screen."

Emotional engagement was often linked to the support students received from instructors and peers. Many students noted that when they felt supported by their professors, either through encouragement or personalized feedback, they were more likely to engage in their learning. One student shared, "When my professor acknowledges my effort and gives me constructive feedback, I feel more motivated to improve and participate."

2.2. Observational Findings

Classroom observations revealed that students were most engaged during activities that involved collaboration or hands-on learning. For example, group discussions and case study analyses saw higher levels of student participation, both in terms of speaking up and engaging with peers. In contrast, during traditional lectures, students tended to show lower levels of behavioral and emotional engagement, with some students visibly disengaged or distracted.

The emotional engagement was more evident in smaller group settings, where students seemed to have more personal connections to the content and to each other. In larger lecture-style classes, however, emotional engagement was more challenging to maintain.

3. Summary of Key Findings

- The study revealed moderate levels of motivation and engagement across the student population, with intrinsic motivation being slightly higher than extrinsic motivation.
- Behavioral engagement was the highest, followed by cognitive engagement, while emotional engagement was lower.
- First-year students were more cognitively engaged, while final-year students showed higher levels of behavioral engagement.
- Interviews and observations highlighted the significance of relevant content, active learning, and supportive teaching practices in enhancing motivation and engagement.
- Technology had both positive and negative effects on engagement, with students appreciating interactive tools but feeling disconnected in fully online or technology-heavy environments.
- Peer and faculty support were crucial in fostering emotional engagement, with students indicating that personalized attention and encouragement helped them stay motivated.

4. Implications

The findings suggest that institutions should implement strategies that emphasize the relevance of course content, incorporate active learning practices, and provide personalized support to students. Balancing the use of technology with face-to-face interaction and creating opportunities for collaborative learning may also enhance student engagement and motivation. The results offer valuable insights into how educators can improve the learning experience and foster sustained academic engagement.

Discussion

The purpose of this study was to explore strategies for increasing students' motivation and engagement in higher education. The findings from the survey, interviews, and classroom observations provide valuable insights into how various factors, including teaching methods, course content, technology, and support systems, influence student motivation and engagement. In this section, the results will be discussed in the context of existing literature, and the implications of the findings for both educators and institutions will be considered.

1. Intrinsic vs. Extrinsic Motivation

The survey results revealed that students reported higher levels of intrinsic motivation than extrinsic motivation. This finding is consistent with previous research, which suggests that when students are personally interested in the subject matter and perceive learning as intrinsically rewarding, they tend to engage more deeply in their academic work (Deci & Ryan, 2000). Intrinsic

motivation is often linked to higher academic performance, persistence, and overall satisfaction with the learning experience (Ryan & Deci, 2000).

However, the significant correlation between intrinsic and extrinsic motivation found in this study suggests that both types of motivation can coexist and influence student engagement. This supports the idea that a balance between intrinsic motivation (e.g., personal interest, curiosity) and extrinsic motivation (e.g., grades, career outcomes) is necessary to maintain student engagement (Eccles & Wigfield, 2002). Educators should therefore aim to integrate both intrinsic and extrinsic motivators in their teaching approaches. For instance, while course content should be designed to spark students' intrinsic interest, it is also important to highlight the practical applications of the material to appeal to students' career ambitions and academic goals.

The results highlight the need for educators to employ teaching strategies that promote cognitive and emotional engagement alongside behavioral engagement. Active learning techniques, such as problem-based learning, collaborative projects, and case studies, are likely to stimulate deeper cognitive engagement by encouraging students to critically analyze the content and apply their knowledge to real-world scenarios. Additionally, fostering emotional engagement requires creating a supportive classroom environment where students feel valued, respected, and connected to the subject matter. Teachers can achieve this by incorporating student interests into the curriculum and providing opportunities for personal reflection and meaningful interaction with peers.

It is essential for educators to strike a balance when incorporating technology into their teaching practices. While digital tools can enhance learning by providing instant access to resources, fostering collaboration, and supporting diverse learning styles, they should complement rather than replace traditional face-to-face interactions. Blended learning approaches, which combine in-person and online instruction, may provide the best of both worlds by offering students the flexibility of online learning while maintaining the social and emotional connection that face-to-face learning provides.

These findings suggest that institutions should prioritize the development of supportive relationships between students, faculty, and peers. Faculty can foster a supportive learning environment by providing timely and constructive feedback, creating opportunities for student-faculty interaction, and recognizing students' individual strengths and challenges. Peer support can be encouraged through group work, peer mentoring programs, and study groups, all of which help students build connections and develop a sense of community.

The results of this study have important implications for higher education institutions. To increase student motivation and engagement, universities must create learning environments that address the multiple dimensions of engagement and motivation.

6. Limitations and Future Research

Although this study provides valuable insights, it is not without limitations. The research was conducted at a single institution, and the findings may not be generalizable to other universities or cultural contexts. Additionally, the reliance on self-reported data from surveys and interviews may introduce bias, as students may provide socially desirable answers or may not accurately reflect their true levels of motivation and engagement. Future research could extend this study by examining how motivation and engagement differ across different cultural contexts, disciplines, and educational systems. Longitudinal studies could also provide insights into how motivation and engagement evolve over the course of students' academic careers.

In conclusion, the findings from this study underscore the importance of addressing both intrinsic and extrinsic motivation, as well as the multifaceted nature of student engagement, in higher education. By employing diverse teaching strategies, incorporating technology thoughtfully, and fostering supportive relationships, educators and institutions can create environments that maximize student motivation and engagement, ultimately leading to improved academic performance and retention.

Conclusions

This study explored strategies to increase student motivation and engagement in higher education, emphasizing the importance of addressing both the cognitive and emotional aspects of student involvement. The findings highlight that while students generally report moderate levels of motivation and engagement, there are several key factors that can significantly influence these outcomes, including the relevance of course content, teaching methods, the use of technology, and the support provided by faculty and peers.

The results revealed that intrinsic motivation plays a crucial role in fostering student engagement, with students being more motivated when they find the content personally meaningful and relevant to their future careers. This finding underscores the need for educators to design curricula that connect academic content with real-world applications and students' personal interests. Moreover, active learning strategies, such as group discussions, case studies, and problem-solving tasks, were found to enhance both cognitive and behavioral engagement, further emphasizing the importance of student-centered teaching approaches.

While technology offers opportunities for greater flexibility and interactive learning, the study found that its impact on student engagement is mixed. When used effectively, technology can enhance motivation, but over-reliance on digital tools can lead to disengagement. Therefore, it is crucial for educators to balance traditional teaching methods with technology to ensure a more engaging and personalized learning experience for students.

Additionally, the support provided by faculty and peers was identified as a significant factor in enhancing emotional engagement. Students who felt supported and encouraged by their instructors and peers were more likely to stay motivated and actively participate in their studies. This highlights the importance of fostering a sense of belonging and community within the classroom, which can be achieved through personalized feedback, collaborative learning environments, and peer mentoring initiatives.

Ultimately, the findings suggest that increasing student motivation and engagement requires a holistic approach that considers multiple factors, including teaching practices, course design, technological integration, and support systems. Educators and institutions must work together to create environments that nurture students' intrinsic motivation, foster active engagement, and provide the necessary support for both academic success and personal growth.

While this study provides valuable insights into the factors influencing student motivation and engagement, it also opens up avenues for future research. Further studies could explore how motivation and engagement evolve throughout students' academic careers, how different cultural contexts impact engagement, and how specific teaching interventions influence long-term student outcomes. By continuing to investigate these factors, higher education can better understand how to create environments that inspire and empower students to achieve their full potential.

References

1. Anderson, T., & Dron, J. (2011). *Learning in networks: The pedagogical possibilities of social software*. *Journal of Distance Education*, 26(3), 35-47.
2. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
https://doi.org/10.1207/S15327965PLI1104_01
3. Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
4. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59-109.
<https://doi.org/10.3102/00346543074001059>

5. Kuh, G. D. (2009). *The national survey of student engagement: Conceptual and empirical foundations*. New Directions for Institutional Research, 2009(141), 5-20. <https://doi.org/10.1002/ir.285>
6. Pintrich, P. R., Smith, D. A. F., Gracia, T., & McKeachie, W. J. (1991). A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ). *University of Michigan*.
7. Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066X.55.1.68>
8. Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). University of Chicago Press.
9. Wang, M. T., & Holcombe, R. (2010). Adolescents' motivation, engagement, and achievement in school: A decade in review. *Child Development Perspectives*, 4(1), 55-60. <https://doi.org/10.1111/j.1750-8606.2009.00107.x>
10. Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64-70. https://doi.org/10.1207/s15430421tip4102_2
11. King, R. B., Zhang, R., Wen, J., Xie, F., & Cai, Y. (2023). Gratitude is its own reward: how grateful students have better motivation and engagement. *Educational Psychology*, 43(4), 284-303. <https://doi.org/10.1080/01443410.2023.2205069>
12. Martin, A. J., Ginns, P., & Papworth, B. (2017). Motivation and engagement: Same or different? Does it matter? *Learning and Individual Differences*, 55, 150-162. <https://doi.org/10.1016/j.lindif.2017.03.013>
13. Lee, W., & Reeve, J. (2012). Teachers' estimates of their students' motivation and engagement: being in synch with students. *Educational Psychology*, 32(6), 727-747. <https://doi.org/10.1080/01443410.2012.732385>
14. Martin, A. J., Martin, T. G., & Evans, P. (2016). Motivation and Engagement in Jamaica: Testing a multidimensional framework among students in an emerging regional context. *Journal of Psychoeducational Assessment*, 36(3), 233-248. <https://doi.org/10.1177/0734282916674424>
15. Yin, H., & Wang, W. (2015). Undergraduate students' motivation and engagement in China: an exploratory study. *Assessment & Evaluation in Higher Education*, 41(4), 601-621. <https://doi.org/10.1080/02602938.2015.1037240>
16. Coates, H. (2005). The value of student engagement for higher education quality assurance. *Quality in Higher Education*, 11(1), 25-36. <https://doi.org/10.1080/13538320500074915>
17. Fredricks, J. A., & McColskey, W. (2012). The Measurement of Student engagement: a comparative analysis of various methods and student self-report instruments. In *Springer eBooks* (pp. 763-782). https://doi.org/10.1007/978-1-4614-2018-7_37
18. Krause, K., & Coates, H. (2008). Students' engagement in first-year university. *Assessment & Evaluation in Higher Education*, 33(5), 493-505. <https://doi.org/10.1080/02602930701698892>
19. Martin, A. J. (2009). Motivation and engagement across the academic life span. *Educational and Psychological Measurement*, 69(5), 794-824. <https://doi.org/10.1177/0013164409332214>
20. Martin, A. J. (2012). Part II Commentary: Motivation and Engagement: conceptual, operational, and empirical clarity. In *Springer eBooks* (pp. 303-311). https://doi.org/10.1007/978-1-4614-2018-7_14

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.