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"Exploring ASEAN Economic Community Potential through Research of Computer, Environment, Social Science, Engineering and Technology"

Medan, Indonesia
May 23-25th 2016

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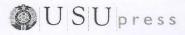
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"Exploring ASEAN Economic Community Potential through Research of Computer, Environment, Social Science, Engineering and Technology"

Medan, Indonesia, May 23–25, 2016

edited by

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Table of Contents

PARALLEL SESSION - 1

ROOM-1 (ENGINEERING, ENVIRONMENT & TECHNOLOGY)

ROOM-2 (SOCIAL SCIENCE)

STUDENTS' PERCEPTION ABOUT LEARNING MOTIVATION; PSYCHOLOGICAL PERSPECTIVE

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ABSTRACT

This explorative research is conducted due to the phenomenon of drop out students or those who graduate longer than the expected time. Therefore, the purpose of this research is to identify the students' perception about the definition, role, affecting factors, and strategies to grow learning motivation which is based on three perspectives in Educational Psychology. Those perspectives are humanistic, cognitive, and behavioral perspectives. The humanistic emphasizes on intrinsic motivation because of the need for self-growth, cognitive emphasizes on looking for an understanding and attribution of individual interpretation, while behavioral perspective tends to emphasize on extrinsic motivation. This research employed qualitative approach with qualitative descriptive analysis. The subjects were 57 students aged around 20-21 years old from various disciplines at Yogyakarta, Indonesia. The instrument used in this research was open questionnaire. The result shows that the majority of students' perception refers to the humanistic perspectives (76%), cognitive (21%), and behavioral (3%). The implication of this study can be applied in providing psychological intervention related to developing the learning motivation, either individually or in groups.

Keywords: *perception, learning motivation, university students, psychological perspective*

INTRODUCTION

Motivation can be defined as an internal state that arouses, directs, and maintains behavior (Berk, 2012). Further, Berk also states that some psychologists assess and explain a motivation that is related to personal trait. However, on the other hand, some psychologists also discuss motivation as a state, a temporary situation that is related to various environmental factors that someone faces.

A lot of studies show the relationship between motivation and aspects of success in human's life, such as achieving goals (Lunenburg, 2011), improving ability (physically and psychologically), individual performance in achieving something, and in the end, motivation influences the level of a person's success in achieving his achievement (Adeyeye, Vipene, & Asak, 2013).

In education, motivation plays an important role in learning process because there is a strong relationship between motivation and student achievement (Amrai, Motlagh, Zalani, & Parhon, 2011). Kusurkar, Cate, Vos, Westers, and Croiset (2012) say that motivation positively affects academic achievement by using the strategies of better learning process. Some of the roles of motivation are to grow enthusiasm and to encourage and improve the spirit of learning. Motivation also plays role in maintaining the spirit of learning. It means that a person will enthusiastically learn by using the strong determination that he has. Motivation makes people focus on achieving the main goals of their lives. They will be aware about their needs as a human being.

Brooks, Brooks, and Goldstein (2012) say that mindset is one of the basic things that determine motivation. When someone's mindset assumes that learning is a need, then he is going to do willingly. On the contrary, when he sees learning as an obligation, then he will consider it as a burden and will not do it sincerely. In other hand, curiosity also affects the growth of learning motivation. Curiosity is the significant factor that motivates someone to learn (Borowske, 2005), although it is not the only important component that affects the motivation (Kashdan, Rose, & Fincham, 2004). Someone who has strong curiosity will be much different from the one who does not. Therefore, people who have high curiosity will try to figure out things as best as they can.

However, motivation is still being a problem for students, for example the less awareness of the importance of motivation and lack of motivation in learning. The discrepancy between expectations and reality arises questions about how students' perception about the definition, role, affecting factors, and strategies to grow learning motivation. In the level of theoretical study, those questions are assumed to be described in three approaches of psychological theory, which are humanistic, cognitive, and behavioral. Humanistic emphasizes on intrinsic motivation because of the need for self-growth, cognitive emphasizes on looking for an understanding and attribution of individual interpretation, while behavioral perspective tends to emphasize on extrinsic motivation.

Beside answering the above questions, as far as known to the researcher, this kind of research has not ever been conducted in Indonesia yet. Therefore, this study formulates the problem on how students' perception about the definition, role, affecting factors, and strategies to grow learning motivation. Meanwhile, the objective of this study is to identify the students' perception about the definition, role, affecting factors, and strategies to grow learning motivation. It is hoped that the result of this study gives an important

contribution for counseling program and for students to complete their studies on time.

RESEARCH METHOD

This study employed qualitative approach with qualitative descriptive analysis. It was based on three perspectives in Educational Psychology, they were behavioral, humanistic, and cognitive. Behavioral perspective tended to emphasize on extrinsic motivation, humanistic emphasized on intrinsic motivation because of the need for self-growth, cognitive emphasized on looking for understanding and attribution of individual interpretation. The subjects of this research were 57 university students aged around 20-21 years old from various disciplines at Yogyakarta, Indonesia. The instrument used was open questionnaire.

RESULT AND DISCUSSION

The result shows that the majority of students' perception refers to the humanistic perspectives (76%), cognitive (21%), and behavioral (3%).

A. Humanistic Perspective

The Definition of Motivation. Motivation is something that can make us do the best effort to fight for what we want. It can also be interpreted as an urge that comes from ourselves (within) to meet our various needs as a human being, for example self-esteem needs, the need for love and possessing and others.

The Role of Motivation in Learning. Motivation plays an important role in maintaining the spirit of learning, encouraging ourselves to accomplish tasks well for meeting the needs, making dreams that have been planned to come true, arousing the spirit of learning, defining and developing the interest in learning as a need, and reinforcing ourselves in completing the tasks.

Factors Affecting the Growth of Motivation. Some factors that affect learning motivation are realizing that learning is a self-awareness for the future and to achieve the needs as a human being, motivation comes from ourselves in order to meet our needs, goal is a factor that influence the growth of self-motivation, interest arises naturally from within without any force from others, and learning is a responsibility and obligation of each student.

Ways to Regrow Learning Motivation. Some ways to grow learning motivation are remembering all goals and objectives that have been set, remembering the loved ones such as parents, family and friends, determining, maintaining, and redeveloping the previous purposes, watching inspirational movies that can raise spirit, realizing the importance of targets and goals that have been set, sharing with parents, close friend or others, and living with joy and happiness.

Strategies to Grow Motivation. Some strategies us to grow motivation are putting or sticking all tar and goals in a place that can always be s remembering all goals to be achieved in the futur self-awareness that it needs effort to achieve goals and targets, maintaining good relationship friends, believing in ourselves, setting a priority, everything sincerely, raising mood booster, writ needs to be achieved, always looking to the future, having strong commitment in achieving the targets goals that have been set.

Discussion. This humanistic motivation is base Abraham Maslow's concept about human need talks about self-encouragement that arises from w in order to meet the needs of human being. W Cashwell and Schweiger (2004) emphasize humanistic counselor works with children to help grow and develop the motivation needed to decisions and changes in their lives. In motivation, an essential component of hum counseling, is defined and explicit, the st reviewed, and suggestion is made for counsel try to grow intrinsic motivation in children. It that this humanistic motivation emphasizes individual consciousness aspect in fulfilling the as a human. In other word, stimulus appea ourselves (intrinsic) in order to meet our need human.

Based on the subjects, some fac influence the growth of the motivation are real learning is self-awareness for the future and the needs as a human being, motivation ourselves in order to fulfill the needs as a hum to be achieved become one of the factors that the growth of self-motivation and inte naturally without any force from others, and a responsibility and obligation of ourse statement is also supported by Watts, Ca Schweiger (2004) which explain that there factors in intrinsic motivation, they determination, self-perceived competence, an perceived salience. These factors become aspect in measuring humanistic motiva person.

Practically, the subjects do vari grow their motivation, such as remembering and goals that have been consciously set, re their loved ones such as parents, family a determining, maintaining, and redevelop purposes, watching inspirational movies th spirit, realizing the importance of targets an have been set, sharing with parents, close others, and living with joy and happines Cashwell, and Schweiger (2004) conclude research that motivation requires goo determination. As a consequence, each person choose its own needs because it will affect motivation. Someone with high motivation easier to achieve his goal. Intrinsic motivatio

crucial in humanistic motivation. The main point is to fulfill the needs as a human. It is supported by Vijaya and Iksan's research result (2012) which says that there is a significant relationship between self-efficacy, effort, and worries. It shows that humanistic motivation focuses on how students work hard to make us of their knowledge, to be confident, and to be as good as possible. Those sorts of things become their self-encouragement to fulfill their needs as human beings. From the explanation, it can be concluded that humanistic motivation comes from within (intrinsic) to meet the needs as human beings. This urge affects people to develop their abilities (competencies) and purposes to meet their needs as a human.

3. Cognitive Perspective

The Definition of Motivation. Motivation is an urge that comes from ourselves. It comes from the thought to do something and become a strong reason to convince ourselves to do things. Motivation also means anything that gives us spirit, strength, and encouragement in doing something that comes from the strength of attribution and individual interpretation.

The Role of Motivation in Learning. The role of motivation in learning is to increase confidence, to fasten the understanding of materials, to enhance the spirit of learning, to push ourselves to learn, to know and understand the knowledge, to increase concentration, to influence the learning process, to raise the desire to learn more seriously and full of concentration, to increase the passion to learn, to be aware of the goals to be achieved, to grow seriousness in learning, to determine an interest in learning, and to beat the unknowing thing in studying process.

Factors Affecting the Growth of Motivation. Some factors that affect the growth of learning motivation are the self-consciousness of the importance of learning, having a target of life achievement, dreams and expectations, mindset to always try to understand the knowledge, the desire and willingness to get something, knowing the exact purpose of learning, having curiosity to study, the desire and willingness to bring success into reality, and having a strong desire to make dreams come true.

Ways to Regrow Learning Motivation. Some ways to grow learning motivation are taking a short break, having autogenic conditions, remembering all important and fun moments in life, refreshing mind, preparing some reachable targets to get based on our own capacity, making targets as a mood buster, imagining about the future, being aware that there is always a consequence for everything we do, reading stories about inspirational characters, rethinking about the nature of learning (what it is for, what is its benefit), reevaluating the cause of losing motivation in learning, and evaluating ourselves and targets that have been planned.

Strategies to Enhance Learning Motivation. Some strategies that needs to be done to enhance learning motivation are stating a clear vision, mission and goal of learning, writing and recalling the targets and goals that have been set, thinking positively in doing something, giving all focus and concentration to the goals and considering any consequences of every action, trying to make others happy, especially parents and closest people, avoiding complain, being confidence, putting all curiosity in the learning process, not postponing any task, trying to do new things, thinking about dreams and future, setting a priority, and being consistent with the things that have been planned.

Discussion. Cognitive motivation is an urge to do something that comes from someone's own thought. In this case, these thoughts become a stimulus to do something or in other word it can be said as an attributive concept that someone believes. Weiner (2000) says that it is something that encourages students to have choice and believe that their success depend on their choices *(locus of control)*. According to the cognitive point of view, motivation comes from within, to do everything that comes from our own thought. This cognitive motivation somehow links to behavioral motivation. It depends on how someone sees it. Cognitive sees that motivation comes from ourselves to be adopted into our everyday behavior. It is supported by Ryan and Deci's concept (2000) which says that cognitive focuses on competence and autonomy, it is formulated to integrate a set of early research results on the effects of rewards, feedback, and other external moment on intrinsic motivation. It means that cognitive takes stimulus from outside in order that someone is able to make their own choice based on his own interpretation.

Cognitive motivation focuses on how a person is able to set goals through interpretation. Lunenburg (2011) explains that the goal setting is an explanation that underlying the social cognitive theory of Bandura (1986). Therefore, every person needs to set their goal. Subjects gave their opinions about the role of motivation in learning process. The roles of motivation in learning process are to increase confidence, to fasten the understanding of materials, to enhance the spirit of learning, to push ourselves to learn, to know and understand the knowledge, to increase concentration, to influence the learning process, to raise the desire to learn more seriously and full of concentration, to increase the passion to learn, to be aware of the goals to be achieved, to grow seriousness in learning, to determine an interest in learning, and to beat the unknowing thing in the studying process. It is as Lunenburg (2011) says that there is always a process to go to achieve the goals. The first thing to do is to understand the value and interpretation that everybody has, determine the goals that you have in mind, then make it happen in the form of strategy.

The result also shows some strategies that need to be done in order to grow learning motivation. Those strategies are stating a clear vision, mission and

goal of learning, writing and recalling the targets and goals that have been set, thinking positively in doing something, giving all focus and concentration to the goals and considering any consequences of every action, trying to make others happy, especially parents and closest people, avoiding complain, being confidence, putting all curiosity in the learning process, not postponing any task, trying to do new things, thinking about dreams and future, setting a priority, and being consistent with the things that have been planned. It is supported by Tofellefson's research result (2000) which says that students remain constant in the process of (a) choosing their educational as well as personal goals,   (b) collecting information about the task, either how to improve the understanding of the task or how those tasks have been done before by others, and (c) making and testing their assessment about the efforts needed to achieve the goal. Therefore, a clear goal and appropriate methods are badly needed in order to achieve them.

From the explanation above, it can be concluded that cognitive motivation is derived from a clearly set goal that has been interpreted by people. For determining that goal, a person needs to understand his own value and interpretation, determine the goals that he has in mind, then make it happen as a strategy so that the he will have high cognitive motivation.

C. Behavioral Perspective
The Definition of Motivation. Motivation is a natural urge caused by various aspects that encourage someone to do something, such as gift, reward, inducement and/or parents/other advices.

The Role of Motivation in Learning. The role of motivation is to maximize the learning process in order to get the best result, to arise the high desire to learn, and to reduce the laziness or postponing the tasks.

Factors   Affecting   the   Growth   of   Learning Motivation. The important factor that affects learning motivation comes from outside, such as parents, family, friends, relatives, as well as pleasant, clean, neat and comfortable environtment.

Ways to Regrow Learning Motivation. Some ways to develop learning motivation are thinking about the negative impact of not doing things so that someone will be motivated to get the task done, asking for advice or suggestion from others, listening to people's success stories, and finding something that can be used as motivation like reading a book or watching a movie.

Strategies to Grow Learning Motivation. Some strategies used to grow learning motivation are giving positive punishment for not doing anything or being lazy, remembering parents' words when the laziness comes, realizing that today's effort is something to prepare for a bright future, and giving a prize or reward for ourselves when we get success.

Discussion. Motivation plays an important role in learning process. Overall, students say that motivation is something they use to encourage themselves to achieve their goals, such as gift, inducement, or praise from the closest ones (parents, relatives, and family). As Ryan and Deci (2000) state that motivation is an urge to do something. Someone will do something when he has a strong willing and encouragement. It shows that motivation appears because of other people, gifts, or other inducement.

Motivation has various roles in stimulating students' learning spirit and is able to arouse a strong boost for students to study well. Most important thing is that motivation directs people toward the goal they must achieve. Therefore, motivation can appear if a person has desire to achieve something. In this case, Ryan and Deci (2000) explain that there are few steps a person should know in order to possess his own goals. The steps are knowing about the goals to be achieved, able to define the self, and the existance of intrinsic role that influence behavior.

Perumal (2009) further asserts that there is a clear distinction between the humanistic, behavioral, cognitive and social learning motivation. However, they are interrelated each other in order to arouse the motivation behavior. It can be seen from students' opinions about the way to grow learning motivation, such as thinking about the negative impact of not doing things so that they will be motivated to get the task done, asking for advice or suggestion from others, listening to people's success stories, and finding something that can be used as motivation like reading a book or watching a movie. These ways can be the reasons to say that stimulus from outside is surely needed in order to have strong motivation. It is also in line with the concept of Perumal (2009) that the operant's behavior is enhanced by rewards, incentives, and punishment. It shows that there is a connection between the concept given by Perumal (2009) and the data found in the field, that laziness and tendency to postpone the task can be overcomed by remembering about parents' words, realizing that the today's effort can influence the future, and giving prize or reward to ourselves when we get success. Those are encouragement that come from outside in which contain rewards or inducement, incentives and punishment.

From previous explanation, it can be concluded that there is a fundamental difference between the behavioral, cognitive, humanistic, and social learning motivation. However, each of them has its own limit and role. In this case, the behavior refers to the operant's behavior that is enhanced by the reward or inducement, incentive, and punishers.

CONCLUSION
1. **Humanistic Perspective.** Motivation is an urge that comes from within in order to fulfill various needs as a human being such as self-esteem needs, the need for love and possessing and others. Motivation plays a role in maintaining the spirit of

learning, accomplishing tasks well in order to fulfill the needs, making dreams come true, growing the spirit of learning, growing interest in learning as a need, and forcing ourselves in completing the tasks. Factors that affect the growth of the motivation are realizing that learning is for our own sake in the future to fulfill the needs as a human, motivation comes from within to fulfill the needs as a human, goals to be achieved is one of the factors that affect the growth of motivation and interest that comes naturally without any force from others and make learning as the responsibility and obligation to ourselves. Many ways used to grow learning motivation are remembering the goals and targets that have been prepared consciously, remembering the loved ones such as parents, family and friends, determining, defining, and redeveloping the purposes, watching inspirational movies, realizing the importance of targets and goals that have been set, sharing with parent, close friend or others, and living with joy and happiness. Strategies to grow motivation are writing goals and target in an easily-seen place, remembering the goals to be achieved in the future, self-awareness to do effort and struggle to achieve the goals and targets, maintaining good relationship with friends, believing in ourselves, setting a priority scale, doing everything seriously, mood booster, writing all needs to be achieved, aiming to the future, and having a strong commitment in achieving targets or goals that have been set.

2. Cognitive Perspective. Motivation is an urge that comes from within. It comes from the thoughts to do something and also a strong reason to convince ourselves to do something. The role of motivation in learning is to increase confidence, understand the material more quickly, increase the spirit of learning, force ourselves to learn, know and understand the knowledge, improve concentration, influence the learning process, raises the willingness to learn to be more focus, increase the passion to learn, capable of realizing the goals to be achieved, grow seriousness in learning, determine interest in learning, and overcome the unknown. Factors affecting the growth of learning motivation are the self-awareness of the importance of learning, having a target of life achievement, dreams, mindset to always try to understand the knowledge, the desire and willingness to get something, having a clear purpose in learning, curiosity of a knowledge, the willingness to make dream comes true, and a strong will in to make dreams come true. Ways used to grow learning motivation are taking a short break, remembering all important and happy moments in life, refreshing mind, setting targets based own our own ability, making targets as a mood buster, imagining the future, realizing that there is always a consequence in everything we do,

reading the story of inspirational figures, rethinking about the nature of learning (what is it for), rethinking about the cause of losing the motivation in learning, and evaluating targets that have been set. The strategy needs to be done in growing learning motivation are determining a clear vision and mission, writing and recall targets and goals that have been set, thinking positively in doing something, staying focus to the targets and considering the effect that may be come, thinking of making others happy, especially parents and closest people, avoiding complain, believing in ourselves, increasing the curiosity in the learning process, not postponing task, trying something new, thinking about ideas or dreams of the future, setting a priority scale for something important, and being consistent with the things that have been planned.

3. **Behavioral Perspective.** Motivation is a natural urge that comes from within and is caused by various things come from outside. The role of motivation makes learning process done as perfect as it could and aims to get the best, growing high desire to learn, and reducing laziness and postponing jobs or tasks. Factors that affect the growth learning motivation come from outside (external), such as parents, family, friends, relative, as well as pleasant, clean, neat and comfortable surroundings. Many ways used to grow learning motivation are thinking about negative impact of doing nothing so that so we can be motivated to get it over, asking for advice or suggestion from others, listening to the success stories of others, and looking for something motivating such as reading a book or watching a movie. The strategies used are giving a positive punishment when doing nothing, remembering all parents' words when getting lazy or postponing tasks, realizing that today's effort is for our own future, and giving a reward to ourselves when we succeed in doing something.

NOTES

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