

## The Role of Self-Confidence and Mood in Shaping Learning Motivation and Academic Achievement: A Study of Senior Students at Islamic Religious Education Program

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### Abstract

*This study delves into the challenges faced by senior students enrolled in the Islamic Religious Education Program at the State Islamic University, Sunan Gunung Djati, Bandung. These senior students have exhibited a noticeable decline in their academic performance, evident in the diminishing Cumulative Grade Point Averages (CGPAs). The primary concern voiced by these students centers around a lack of motivation to actively engage in lectures, which is attributed to a less conducive learning environment and a lack of self-confidence in participating actively and constructively during class sessions. This study, which involved 52 senior students enrolled in the Islamic Religious Education Program, employed an online survey as its primary data collection method. The gathered data underwent rigorous analysis using the Statistical Package for the Social Sciences (SPSS) in conjunction with path analysis to derive meaningful insights. The research findings unequivocally reveal that self-confidence (X1) and emotional disposition (X2) play pivotal roles in influencing Academic Achievement (Z). This influence is observed both in direct correlations and through the mediating variable of Learning Motivation (Y). These empirical results underscore the pressing need for the management of the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, to formulate and implement targeted policies. Such policies should be designed to address the challenges faced by senior students, ultimately facilitating their successful graduation with commendable academic achievements.*

**Keywords:** *Academic achievement, Confidence, Islamic Religious Education, Mood, Motivation.*

### Introduction

Over the course of the last three years, a notable and concerning decline has been observed in the academic performance of students enrolled in the Islamic Religious Education Program. Analyzing the available data reveals that within the three most recent cohorts, a mere 18-25% of students were able to successfully complete their academic pursuits with commendable grades. The prevailing pandemic circumstances, which wrought disruptions upon the normal academic ecosystem, unquestionably assumed a pivotal role in exacerbating this issue. Despite earnest endeavors to elevate the quality of education within the program, the achieved outcomes have fallen short of expectations. Consequently, the program finds itself in the unavoidable position of undertaking a comprehensive examination of the foundational factors that exert influence upon or contribute to the academic performance of its students.

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An inaugural study, involving the participation of 50 students in their seventh semester, was undertaken with the intent to elucidate their perspectives concerning the preeminent factors that bear sway over academic achievement and the successful culmination of their final academic obligations as students. In the course of this inquiry, respondents were solicited to nominate three primary factors they regarded as most salient. The ensuing responses are delineated and presented in Figure 1.

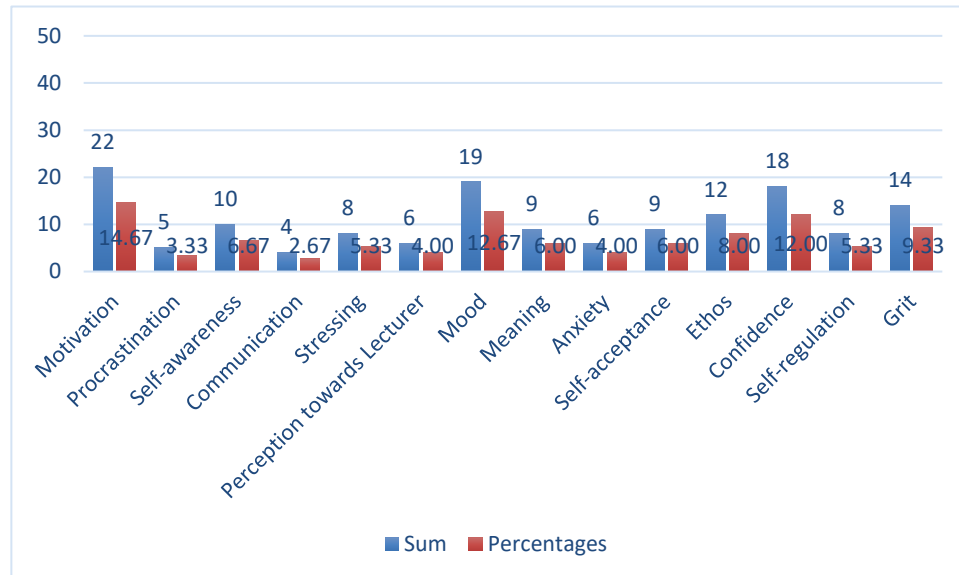


Figure 1. Initial Research Findings on the Determinants of Academic Achievement

Based on the findings gleaned from the initial study, it becomes evident that learning motivation, self-confidence, and emotional disposition stand out as pivotal determinants in the quest for enhanced academic prowess. However, in-depth interviews conducted with ten senior students enrolled in the same program have unveiled a complex interplay among these factors. It is revealed that the students' motivation for learning is intricately linked to their prevailing mood and the level of self-assuredness they possess when engaging with their academic coursework. Furthermore, the interviewed students have underscored the adverse impact of the omnipresent online learning practices on their motivation levels, resulting in a diminished capacity to actively engage in lectures with a positive emotional disposition.

The outcomes derived from this preliminary online survey have served as the cornerstone upon which the author embarks on further investigation concerning the roles of self-confidence and mood in shaping the learning motivation of senior students within the Islamic Religious Education Program. Consequently, grounded in interviews conducted with senior students participating in the Islamic Religious Education Program, the author has deemed graduation motivation as a significant factor with potential implications for students' academic performance. It is theoretically posited that the previously mentioned factors influencing student learning motivation, namely self-confidence and mood, exhibit an intrinsic correlation. This proposition is substantiated by research findings by Oktary et al. (2019), Chang (2021), Basco and Han (2016), and Paul et al. (2020), which affirm the interconnectedness of self-confidence and mood, attributing them with substantial contributions to an individual's motivation and, consequently, their academic performance. Additionally, extant research underscores the pivotal role of motivation as a linchpin that significantly impacts academic achievements.

In essence, this study undertakes an exhaustive exploration into the multifaceted roles played by self-confidence and mood in shaping the learning motivation of senior students within the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung. The consequential ramifications of these influences on students'

academic performance are brought into sharp focus. The anticipated outcomes of this study are poised to serve as the foundational framework upon which the Islamic Religious Education Program can formulate policies aimed at facilitating the successful graduation of senior students, accompanied by the attainment of commendable academic achievements.

## Methods

This study represents a quantitative research endeavor employing a survey methodology aimed at senior students enrolled in the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, particularly focusing on the 2018/2019 cohort who have yet to complete their studies. The study comprised 52 respondents. The primary data source for this investigation was a questionnaire distributed to these 52 senior students in the Islamic Religious Education Program. In terms of data analysis, this study employed both descriptive and confirmatory approaches, with path analysis serving as the chosen analytical method. The research procedures encompassed the following stages: (1) comprehending and elucidating the phenomenon of declining academic performance among students in the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung; (2) conducting a comprehensive literature review and disseminating questionnaires to the designated respondents; (3) processing, analyzing, and interpreting the study's findings; and (4) compiling a comprehensive research report.

The hypotheses posited in this study are as follows:

H1: Self-confidence exerts a positive and statistically significant influence on learning motivation.

H2: Mood exerts a positive and statistically significant influence on learning motivation.

H3: Self-confidence exerts a positive and statistically significant influence on academic achievement.

H4: Mood exerts a positive and statistically significant influence on academic achievement.

H5: Learning motivation exerts a positive and statistically significant influence on academic achievement.

H6: Self-confidence influences academic achievement with motivation serving as a mediator.

H7: Mood influences academic achievement with motivation serving as a mediator.

The results of the validity test for the employed questionnaire reveal that the calculated value ( $r$ ) for all questionnaire items surpasses the tabulated value (0.266). Furthermore, the reliability assessment of the research instrument (the questionnaire) utilizing Cronbach's alpha method yields a value of 0.965, exceeding the required reliability threshold of 0.60. This Cronbach's alpha value also surpasses the tabulated value of 0.266. Consequently, it is evident that the questionnaire employed in this study demonstrates a notably high level of reliability. Thus, the outcomes of the validity and reliability tests for the research instrument (the questionnaire) in this study satisfactorily fulfill the established criteria for validity and reliability.

## Results and Discussions

The research was conducted over a span of two months, specifically in April and May of 2023. A total of 52 senior students enrolled in the Islamic Religious Education Program actively participated in completing questionnaires, which were distributed to gather data related to the variables under investigation. Subsequently, the collected data underwent processing and were subjected to statistical analysis employing the SPSS software. Within this framework, the statistical examination encompassed classical assumption tests and hypothesis testing via path analysis. Presented below are the procedural steps and outcomes of the executed assessments:

### 1. Classical Assumption Tests

Prior to hypothesis testing in the path analysis, classical assumption tests were conducted. These assessments included tests for normality, linearity, heteroskedasticity, and multicollinearity. The outcomes of these evaluations are detailed as follows:

#### a. Normality Testing

The outcomes of the normality test, conducted using the One-Sample Kolmogorov-Smirnov method, are presented in Table 1.

Table 1. Normality Test Results

		Unstandardized Residual
N		52
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.20790128
Most Extreme Differences	Absolute	.083
	Positive	.052
	Negative	-.083
Test Statistic		.083
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Based on the SPSS output table for the normality test, it can be observed that the significance value Asymp. Sig. (2-tailed) is equal to 0.200 ( $>0.05$ ). Following the decision-making basis in the Kolmogorov-Smirnov normality test, it can be concluded that the data above follows a normal distribution. In other words, the normality assumption in the regression model has been met.

#### b. Heteroskedasticity Test

The outcomes of the heteroskedasticity test for each examined variable are presented in the following SPSS output table:

Table 2. Heteroskedasticity Test Results

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.006	1.894		1.587	.119
	Confidence	-.082	.076	-.278	-1.071	.290
	Mood	-.089	.075	-.279	-1.192	.239
	Motivation	-.109	.084	.385	2.026	.248

a. Dependent Variable: Abs\_RES

The results of the heteroskedasticity test conducted through SPSS reveal that the significance (Sig.) value for the Confidence variable (X1) is 0.290, for the Mood variable (X2) is 0.239, and for the Learning Motivation variable (Y) is 0.248. It is noteworthy that the significance values for all these variables exceed the threshold of 0.05 (the predefined cut-off value). This outcome signifies the absence of heteroskedasticity within the regression model employed in this study.

### c. Multicollinearity Test

The results of the multicollinearity test for each independent variable are presented in the following table:

Table 3. Multicollinearity Test Results

		Coefficients <sup>a</sup>				Collinearity Statistics		
		Unstandardized Coefficients		Standardized Coefficients				
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.565	3.303		.171	.865		
	Confidence	.007	.133	.008	.056	.955	.271	3.694
	Mood	.395	.130	.383	3.033	.004	.334	2.996
	Motivation	.322	.094	.351	3.423	.001	.507	1.972

a. Dependent Variable: Academic Achievement

The multicollinearity test results for each independent variable indicate that the tolerance values for the Confidence variable (0.271), Mood (0.334), and Learning Motivation (0.507) are greater than 0.10 (>0.10), indicating the absence of multicollinearity in the regression model. This is further supported by the Variance Inflation Factor (VIF) values for each variable, where the VIF values for Confidence (3.694), Mood (2.996), and Learning Motivation (1.972) are all less than 10.00 (<10.00), meeting the prescribed VIF cut-off value. Hence, there is no evidence of multicollinearity in the utilized regression model.

## 2. Hypothesis Testing

The path analysis model constructed in this study can be depicted as follows:

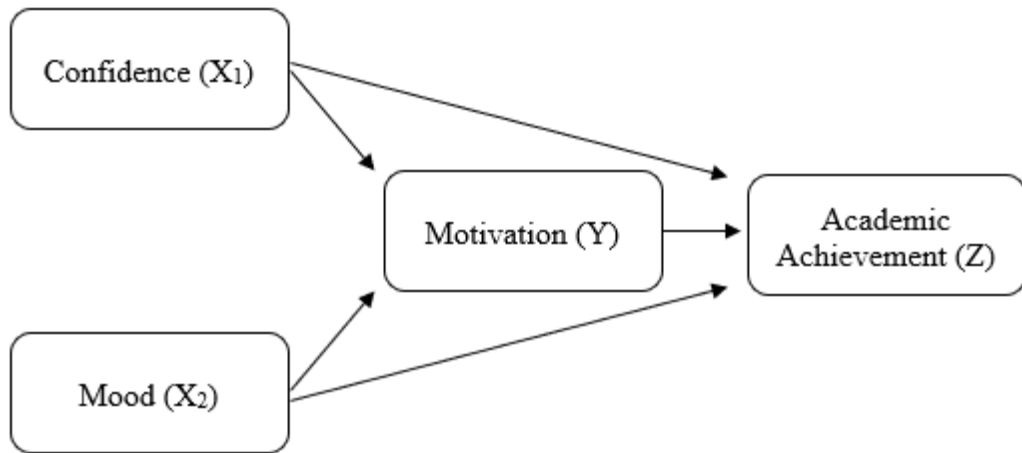


Figure 2. Research Path Analysis Model

The previous classical assumption tests indicated that the above model meets the criteria for a sound regression. To test the formulated hypotheses, the researcher conducted two regression steps based on this path analysis model, namely: First, a regression test to determine the influence of the Confidence variable (X1) and Mood (X2) on Learning Motivation (Y) (Path Coefficient I); and Second, a regression test to assess the impact of the Confidence variable (X1), Mood (X2), and Motivation (Y) on Academic Achievement (Z) (Path Coefficient II).

Based on the results of these two model tests, the confirmation of the hypotheses formulated in this study can be ascertained. The following are the outcomes of the conducted tests:

a. Regression Test 1

The outcomes of the initial regression examination, assessing the impact of Confidence (X1) and Mood (X2) on Learning Motivation (Y) (Path Coefficient I), are presented in the following manner:

Table 4. Path Coefficient I

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 <sup>a</sup>	.488	.461	5.122

a. Predictors: (Constant), Confidence, Mood

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1224.318	3	408.106	15.554	.000 <sup>b</sup>
	Residual	1259.432	48	26.238		
	Total	2483.750	51			

a. Dependent Variable: Motivation

b. Predictors: (Constant), Confidence, Mood

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	14.767	4.592		3.216	.002
Confidence	.314	.125	.322	3.206	.008
Mood	.236	.099	.230	2.831	.012

a. Dependent Variable: Motivation

Upon scrutinizing the regression test output table, it becomes apparent that the significance values for the two independent variables, specifically Confidence (X1) and Mood (X2), stand at 0.008 and 0.012, respectively. These significance values (Sig.) for all three variables are below the 0.05 threshold. Consequently, these findings establish that, within Path Coefficient I, both Confidence (X1) and Mood (X2) exert a positive and statistically significant influence on Learning Motivation (Y). Additionally, the R Square value, as revealed in the SPSS output table (Model Summary), equals 0.488. Thus, the collective contribution of Confidence (X1) and Mood (X2) to Learning Motivation (Y) amounts to 48.8 percent, leaving the remaining 51.2 percent unaccounted for, which encompasses variables or factors not addressed in this study.

The value of e1 for Path Coefficient I can be computed using the formula  $e1 = \sqrt{1-0.488} = 0.7155$ . Based on these calculations and prior analyses, the path diagram for Model Structure I can be visualized in Figure 3 below.

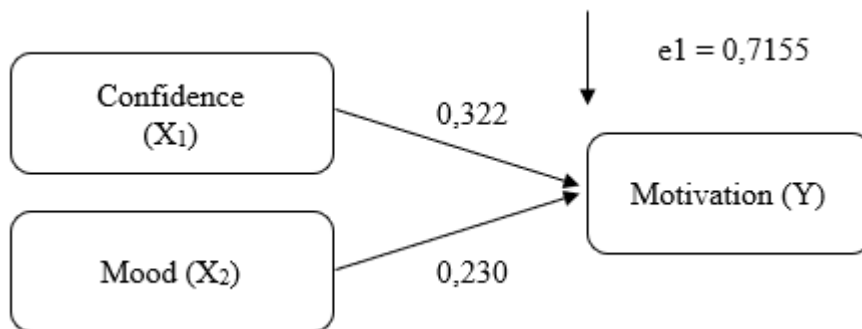


Figure 3. Path Diagram for Model Structure I

b. Regression Model II

The results of the second regression test regarding the influence of Confidence (X1), Mood (X2), and Learning Motivation (Y) on Academic Achievement (Z) (Path Coefficient II) are as follows:

Table 5. Path Coefficient II

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.866 <sup>a</sup>	.750	.728	3.342

a. Predictors: (Constant), Confidence, Mood, Motivation

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1571.851	4	392.963	35.191	.000 <sup>b</sup>
	Residual	524.822	47	11.166		
	Total	2096.673	51			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Confidence, Mood, Motivation

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.565	3.303		.171	.865
	Confidence	.331	.134	.343	3.786	.005

Mood	.214	.130	.220	3.406	.024
Motivation	.461	.114	.485	3.978	.001

a. Dependent Variable: Academic Achievement

Based on the output table from the regression test, it is evident that the significance values of the independent variables, namely Confidence (X1), Mood (X2), and Motivation (Y), are 0.005, 0.024, and 0.001, respectively. The significance values (Sig.) for all these variables are below 0.05, which was the predetermined significance threshold for this study. These outcomes signify that in Path Coefficient II, akin to Path Coefficient I, the variables Confidence (X1), Mood (X2), and Motivation (Y) exert a positive and significant influence on Academic Achievement (Z). The R Square value, as noted in the SPSS output table (Model Summary), stands at 0.750. Consequently, the collective contribution of Confidence (X1), Mood (X2), and Motivation (Y) to Academic Achievement (Z) amounts to 75 percent. The remaining 25 percent represents the influence of unexamined variables or other factors in this study.

The value of  $e_2$  for Path Coefficient II can be computed using the formula  $e_2 = \sqrt{1-0.750} = 0.500$ . Based on this calculation and previous analyses, the path diagram for Model Structure II can be illustrated as presented in Figure 4 below.

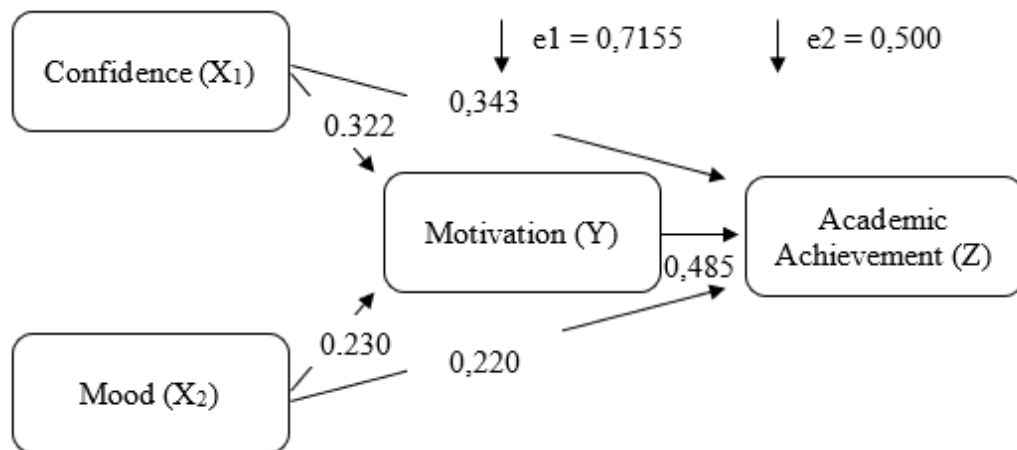


Figure 4. Path Diagram for Model Structure II

Referring to the results of the regression tests, both in the path structure Model I and Model II, the following determinations can be made:

- Based on the path analysis for Model I (Refer to Table 4 and Figure 3), it can be observed that the significance value (Sig.) of Confidence (X1) on Motivation (Y) is 0.008 ( $<0.05$ ). This result can be interpreted as indicating a positive and significant role of Confidence (X1) on Learning Motivation (Y). Thus, H1: Confidence has a positive and significant influence on learning motivation, is supported and accepted.
- The significance value (Sig.) of Mood (X2) on Learning Motivation (Y) is 0.012 ( $<0.05$ ). This result can be interpreted as indicating a positive and significant role of Mood (X2) on Motivation (Y). Thus, H2: Mood has a positive and significant influence on learning motivation, is supported and accepted.
- The significance value (Sig.) of Confidence (X1) on Academic Achievement (Z) is 0.005 ( $<0.05$ ). This result can be interpreted as indicating a direct positive and significant role of Confidence (X1) on Academic Achievement (Z). Thus, H3: Confidence



has a direct positive and significant influence on academic achievement, is supported and accepted.

d. The significance value (Sig.) of Mood (X2) on Academic Achievement (Z) is 0.024 (<0.05). This result can be interpreted as indicating a direct positive and significant role of Mood (X2) on Academic Achievement (Z). Thus, H4: Mood has a direct positive and significant influence on academic achievement, is supported and accepted.

e. The significance value (Sig.) of Learning Motivation (Y) on Academic Achievement (Z) is 0.001 (<0.05). This result can be interpreted as indicating a direct positive and significant role of Motivation (Y) on Academic Achievement (Z). Thus, H5: Learning Motivation has a direct positive and significant influence on academic achievement, is supported and accepted.

f. Based on the path analysis for Model II (Refer to Table 5 and Figure 4), it is known that the direct role of Confidence (X1) on Academic Achievement (Z) is 0.331. Meanwhile, the indirect role of Confidence (X1) on Academic Achievement (Z) is the product of the beta value of Confidence (X1) on Motivation (Y) and the beta value of Motivation (Y) on Academic Achievement (Z), i.e.,  $0.322 \times 0.485 = 0.1562$ . The total role of Confidence (X1) on Academic Achievement (Z) is the sum of the direct and indirect roles, i.e.,  $0.331 + 0.1562 = 0.4871$ . To determine whether Motivation (Y) mediates the relationship between Confidence (X1) and Academic Achievement (Z), a Sobel test was conducted. The mediation test using the Sobel test yielded the following z (mediation) value:

$$z = \frac{ab}{\sqrt{(b^2SE_a^2) + (a^2SE_b^2)}}$$

$$z = \frac{0.314 \times 0.461}{\sqrt{(0.461^2 \times 0.125^2) + (0.314^2 \times 0.114^2)}}$$

$$z = \frac{0.1447}{0.0678}$$

$$z = 2.133$$

The mediation test using the Sobel test produced a z value of 2.133 (>1.96) at a 5% significance level. This result indicates that Motivation (Y) is capable of mediating the relationship between Confidence (X1) and Academic Achievement (Z). Thus, H6: Confidence plays a role in academic achievement with learning motivation as a mediator, is supported and accepted.

g. The direct role of Mood (X2) on Academic Achievement (Z) is 0.214. Meanwhile, the indirect role of Mood (X2) on Academic Achievement (Z) is:  $0.230 \times 0.485 = 0.115$ . The total role of Mood (X2) on Academic Achievement (Z) is the sum of the direct and indirect roles, i.e.,  $0.214 + 0.115 = 0.329$ . To determine whether Motivation (Y) mediates the relationship between Mood (X2) and Academic Achievement (Z), a Sobel test was conducted. The mediation test using the Sobel test yielded the following z (mediation) value:

$$z = \frac{ab}{\sqrt{(b^2SE_a^2) + (a^2SE_b^2)}}$$
$$z = \frac{0.236 \times 0.461}{\sqrt{(0.461^2 \times 0.099^2) + (0.236^2 \times 0.114^2)}}$$
$$z = \frac{0.1087}{0.0529}$$
$$z = 2.053$$

The z value for mediation is 2.053 (>1.96) at a 5% significance level. This result indicates that Learning Motivation (Y) is capable of mediating the relationship between Mood (X2) and Academic Achievement (Z). Thus, H7: Mood plays a role in academic achievement with learning motivation as a mediator, is supported and accepted.

The results of the conducted statistical tests and path analysis reveal that Confidence and Mood not only exert a direct and significant influence on Academic Achievement but also experience reinforcement through the mediation of Learning Motivation. This finding can be construed as indicating that effective management of the Islamic Religious Education Program can enhance students' academic performance by empowering them to cultivate self-confidence, improving their mood during lectures, and motivating them to study diligently and complete assignments punctually.

This study underscores that students' academic achievement and motivation are multifactorial, with self-confidence and mood playing pivotal roles among the contributing factors for both academic achievement and motivation (Refer to Figure 1). These results also corroborate previous research demonstrating the roles of Confidence and Mood in shaping learning motivation (Akbari & Sahibzada, 2020; Attar, 2017; Febrilia & Warokka, 2011; Liew & Tan, 2016; Oktary et al., 2019; Paul et al., 2020; Tavani & Losh, 2003). Additionally, it emphasizes the reciprocal relationship, as learning motivation also contributes to students' academic achievement (Janke, 2022; Li & Park, 2021; Yang & Wang, 2022; Yesmambetova, 2019).

However, it's important to acknowledge the limitation posed by the potential influence of unexamined factors or variables on Academic Achievement or Learning Motivation. Furthermore, the relatively small sample size of 52 final-year students in the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, is a factor to consider, as it may impact the study's result reliability. Nonetheless, within the specific context of final-year students in the Islamic Religious Education Program, these findings underscore the critical role of program management in fostering students' self-confidence, creating an academically conducive environment that enhances students' mood, and motivating students to achieve more substantial academic performance.

## Conclusions

The hypotheses formulated in this study concerning the roles of Confidence (X1) and Mood (X2) in influencing Learning Motivation (Y), the impact of Motivation (Y) on Academic Achievement (Z), and the roles of Confidence (X1) and Mood (X2) in determining Academic Achievement (Z) with Learning Motivation (Y) as a mediator can

be substantiated and accepted. These findings indicate that the model developed in this research and the resulting outcomes provide theoretical support for previous research findings regarding the interplay and functions of the various variables under examination.

Moreover, this study underscores that final-year students enrolled in the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung, acknowledge the significant roles played by Confidence and Mood in nurturing learning motivation. Consequently, this has a direct impact on their academic achievement, particularly when it comes to completing final assignments or fulfilling their academic responsibilities within the framework of the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung.

## Recommendation

The insights gleaned from this study shed light on the circumstances of final-year students in the Islamic Religious Education Program at Sunan Gunung Djati State Islamic University, Bandung. It is hoped that these insights can guide program administrators in formulating pertinent policies to provide support to the students. Nonetheless, further studies of this nature should be continued to gain a more comprehensive understanding of the students' circumstances, particularly in the context of post-pandemic educational activities.

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