

Citation: Munir, N., Bhatti, H., & Sarwar, S. A. (2023). An Interplay of Students' Quality of Life and Academic Motivation at College Level in Multan Division. *Global Educational Studies Review*, VIII(II), 26-36. [https://doi.org/10.31703/gesr.2023\(VIII-II\).03](https://doi.org/10.31703/gesr.2023(VIII-II).03)

An Interplay of Students' Quality of Life and Academic Motivation at College Level in Multan Division

Namra Munir *

Humera Bhatti †

Syeda Asma Sarwar ‡

Corresponding Author: Namra Munir (Assistant Professor, Department of Education, University of Education, Lahore, Vehari Campus, Punjab, Pakistan. Email: namra_munir@yahoo.com)

Abstract: *The best way for a person or an adult to gain knowledge, understanding, competence, and a positive outlook is through formal education. As a result, one undergoes maturation, honed skill, and instruction. The objective of the study is to find out the relationship between the quality of college life and students' academic motivation at the college level in the Multan division. The study used the descriptive method that used a correlational approach. The population of the study comprised all the women studies in the colleges that come under the jurisdiction of Multan division while the four hundred women were the sample of study who attended the college. The researchers used two questionnaires to collect data from the sample of the study. The study concluded that the quality of college life has a significant relationship with student's motivation. The study may recommend that college may foster a more upbeat environment for students' academic growth.*

Key Words: Quality Life, Academic Motivation, College Level

Introduction

Education is a reliable method by which a person or adult acquires wisdom, information, skill, and a healthy outlook. It brings about development, refinement, and teaching in a person. Education is the means to an enlightened and mixed society. One of its goals is to improve the quality of the singular form. Everyone recognizes the value of education because it is the remedy for every problem (Parankimalil, 2012; Sharma, and Jain, 2022). The primary responsibility of educational institutions is to shape individuals with diverse perspectives who will have an enduring impact on themselves and future generations. Thus, each institution establishes its unique culture,

including its customs, habits, routines, schedules, services, and in-person conduct. The primary responsibility of institutions of higher learning is to prepare individuals for positions of responsibility in government, business, and other fields through disseminating advanced knowledge and cultivating specialized skills (Munir, et al., 2022).

College is a true test of a student's mettle. He takes a step forward in the direction of his everyday existence. A man's development as a liberal and free thinker, a leader who is open to learning from his surroundings, an outgoing and collaborative team player, and a man who can persevere in the face of adversity and work hard all come together in college. Student life

* Assistant Professor, Department of Education, University of Education, Lahore – Vehari Campus, Punjab, Pakistan.

† MS Scholar, Department of Education, University of Sialkot, Punjab, Pakistan.

‡ MS Scholar, Department of Education, University of Sialkot, Punjab, Pakistan.

is regimented and requires exemplary patience and self-control. A student in this world is aware of the significance of these sounds. His prospects are still being determined. In this context, the nature of college life is defined by the extent to which students benefit from the learning experiences provided, their needs and wants are met, and a wide variety of teaching strategies and methods are employed. The extent to which social, emotional, and intellectual needs are met; the quality of interactions with partners like teachers, college organizations, and peers; the quantity and quality of learning that will improve the student's future; and the number of needs that are met. Expressed another way, the character of college life is the degree to which students are successful while actively participating in and contributing to their campus community (Bozgun, & Kosterelioglu, [2015](#)).

An individual's sense of contentment is a proxy for their well-being and happiness. College experiences can influence students' perceptions and actions regarding planning and learning. A positive outlook on students' academic institutions, classroom activities, and professors is especially important for students' mental health. However, if they have a pessimistic outlook on businesses, they can have unpleasant daily interactions with their fellow students, hindering education (Johnson & Johnson, 1993). Inspiration in the classroom refers to the factors that keep students engaged in their studies and help them reach their academic goals (Clark and Schroth, [2010](#); Farahani, and Saeedi, [2022](#)).

College-level studying without inspiration, according to the analyst, is challenging, but students report a sense of accomplishment upon completing an inspired learning project (Bizzantino, [2011](#)). However, Pakistan is tragically true in reverse in training as in certain different circles of scholarly exercises, yet fortunately, individuals are not naturally bumbling or ethically hopeless. Therefore, the conclusion concerning the problem must be correct. The study's primary focus is on college students' motivation and satisfaction with their college experiences as they near graduation.

The administrations of universities and other educational institutions may use the findings of this study as their blueprint. Understanding the factors influencing students' academic motivation and, by extension, their productivity and performance in public universities could be very useful. The research results will help the university recognize the significance of student motivation and create a welcoming atmosphere for its students. The college administration and policymakers will find the findings invaluable in their quest to quantify the correlation between students' satisfaction with their college experience and their dedication to learning. Guidelines for college administrators on how to boost students' motivation are also included in the report. This research's findings could serve as a starting point for future initiatives and changes that will benefit students by improving their access and success within the classroom. The study will investigate the relationship between the quality of college life and students' academic motivation at the college level in the Multan Division, Punjab, Pakistan.

Review of Related Literature

According to Lee ([2008](#)), quality of life at college is measured by how well one's emotional and psychological needs are met. He concluded that the quality of college life is strongly influenced by students' opinions of the institution's administrative services, educational services, and amenities. College satisfaction is what we mean when discussing the quality of college life.

One significant developmental milestone for young adults is transitioning from secondary school to college (Boutte, [2006](#)). Students' experiences in college are just one of many factors that contribute to their happiness, fulfilment, and sense of well-being. When faced with reality, the ideal college lifestyle quickly disintegrates. Many teenagers and young adults have concrete mental images of what they hope their college experience will be like. However, after these young adults have matured into independent men and women and enrolled in the college of their choice, they

quickly learn the reality of the college lifestyle. In order to get the desired grades, they need to learn how to adapt to their new environment as quickly as possible. Students eventually realize that life is not as easy as they had hoped. Many of today's young adults probably imagine university life as all parties and easygoing living. Like in college, many students anticipate attending classes with many peers during the day. They fantasize about a life without worries beyond the weekly lab and weekly term paper.

Teaching Learning Environment in College

Men have it made during their college years. It is where he went to school for his advanced degrees, and now he works as a specialist in this area. First-year university students are typically filled with anxiety and the occasional wrong-classroom setback, so universities aim to provide first-year students with an introduction that fosters a strong bond among class members. A person gets to be an active participant in the exchange with their professor, which makes the college shared-learning process possible, rather than a passive student who passively sits in on lectures, writes papers, and then takes tests on information they are expected to have memorized. No notes will be given to students; you must figure out what you need to know. If there is ambiguity about what must be learned, teachers are available during their free time to provide clarity. Struggles can arise when attempting to balance academic and extracurricular activities (De Sisto, et al., [2022](#)).

College is essential because it paves the route to a rewarding career, provides access to top-notch education, and pays for exciting travel opportunities. To begin, going to college increases one's chances of landing a respectable job. In particular, people who have had a good education find success in life far more easily. Many of the highest-paying jobs in the world necessitate a college degree for entry. Similarly, a college degree can considerably increase one's financial stability. A college education is the best investment a student can make in maintaining his/her current career and

increasing his/her earnings potential throughout his/her career. If one does not adequately prepare for the inevitable stress that results from college, that person may find that their time there is one of the most trying of their lives. In order to make the most of one's college experience, incoming first-year students should prioritize their academics while meeting the needs of their other important relationships (at home, at work, at church, etc.). Students now have more options at colleges thanks to the proliferation of night classes and distance learning formats like online programs (Dos Santos, [2020](#)).

A blend of individual practices characterizes the learning environment, and everyone contributes to what that environment becomes, whether it be a student texting during class, an online student making little remarks to the exchange board, or a teacher walking relentlessly through piles of material. Teachers and students alike bear this responsibility. Nevertheless, most students will only be able to make that commitment with assistance, and it is only around a two on a scale from one to ten in terms of how effective it is to administer the methods that do and do not improve student learning. Better by far are exercises that foster mindfulness and call for a commitment from everyone involved. For example, the idea came to a student after reading, appears to be willing to accept. Instructors can tell students they want a healthy learning environment by submitting a clear, explanatory request that includes a student and a staffing partner (Kandakatla, et al., [2020](#)).

Impact of College Life

Finland introduced a learning environment in the mid-1990s. Deep-rooted adaptation also improved around then. Advancement work focused on workplace learning and acknowledging prior learning. The work is still in the early stages of developing devices to expand learning outside educational institutions. Mixed learning and a global society enable comprehensive learning arrangements that support recent learning. When creating mixed learning, we should

examine the learning environment as a framework of multiple situations where students face real challenges in college (Dziuban, et al., [2018](#)).

Inn-dwelling students from friends. He lives with friends. His friends are everything. He works hard in college to compete. After college, students learn about professional associations (Bozgun, & Kosterelioglu, [2022](#)). Student life requires patience and repentance. An understudy realizes that his actions can shape his future. It is the best time that will last forever, so students should use it wisely. Students' parents help them equalize in college. Students' parents are always between them and temptations in college. Learning domains include physical, mental, and social elements (Greene, and DeBacker, [2004](#)).

The work environment includes buildings, furniture, and equipment. The physical environment also includes the instructional technology-based learning environment. Intellectual and passionate environments make up the mental learning environment. Everyone involved and their collaboration impact the social learning environment's informal organization, structure, and framework. The visual environment affects visual enhancements, learning outcomes, and learning mindsets. Bright lighting energizes the student, whereas dim lighting calms them. Different teaching methods require customized lighting. Hues increase learning efficacy by 5–10%, reduce nonattendance, and improve users' ethical judgment. Hues calm, intrigue, and affect feelings. A positive classroom shading plan affects the entire school and its culture.

Challenges in College Education

As a result, all those involved in education in South Asian countries have a responsibility to know what they are trying to do in raising the next generation and why they are trying to do it. The future of higher education depends on how its family members respond to the significant challenges it faces in the face of many economic, social, political, and moral

shifts (Rao, [2006](#)). The challenges of higher education are integrated.

Emotional incorporation

The role of instruction in bolstering enthusiastic combinations can be enormous. Education should focus on developing the whole person rather than simply imparting knowledge. For "students, the future subjects of the nation, to have a feeling of equity that is favourable for the development of the national mix," it is important that they learn about the qualities and goals of a vote-based system. It is especially true for developing nations attempting to develop a structure of popularity-based living.

Faculty

According to most estimates and benchmarks, the current labour force size is small. Even by the standards of many developing countries, the ratio of teachers to students is low. The loss of faculty has harmed the quality of college education (Munir, et al., [2022](#)).

The rising cost of living in Pakistan has resulted in low wages, budgetary compensations, and benefits for the working population. To improve Pakistan's educational standards, the country's Higher Education Commission provides administrative positions to its educators and hires remote workers to help with lesson planning and delivery.

Educational Policies

Staff members should have pivotal roles in setting the organization's pedagogical priorities. As observed, the staff should also successfully participate in decisions on other things that may directly influence the instructional strategies for which it is primarily liable.

Academic Freedom

The benefit of academic versatility is something that all employees, analysts, and understudies need to be aware of to perform their respective roles effectively. According to the findings of Rao ([2006](#)), these capacities are the embodiment of the advancement and

improvement of advanced education and regulatory initiatives.

Unemployment

While more teachers would be needed for education to reduce unemployment directly, a shift in the educational system may mitigate unemployment's negative effects on young people.

Due to the ever-increasing size of the world's population, there is a persistent interest in increasing the quantity of education available at all levels. Another concern is Pakistan's rapidly increasing human population and other growing South Asian countries.

Quality of College Life Scale

The "Nature of College Life Scale" by Sari (2007) quantifies students' college life observations. Gil (1996) informed about Williams and Batten who developed the Quality of College Life Scale (QCLS). The Quality of College Life Scale (QCLS) quantifies students' college experiences. Such an instrument may assist instructors in examining students' observations in the three College Life Scale (CLS) categories of fulfilment, the duty to class work, and responsiveness to teachers. Thirty-nine items comprise the scale. General and specific areas make up the scale. The general section examines college satisfaction and its drawbacks. A specific space has an educator-student relationship, social connections, possibility, accomplishment, and entrepreneurship.

The college life scale's (QCLS main) educator-student relationship component reflects teachers' professional development and relationships with students. The second variable, social joining, reflected student relationships. The third variable, accomplishment, reflects his college students' achievements. The fourth component of enterprise reflected college students' new experiences. Since college life has a major impact on education, teachers are mindful of this (Sinclair & Fraser, 2002). The college experience includes events in the college

environment. The college makes the majority of these opportunities available with the intention of fostering student growth. The most striking of these events and interactions are clustered around numerous typical offices, classrooms, libraries, research centres, living arrangement units, understudy unions, houses of prayer, sporting spaces, studios, displays, theatres, assembly halls, and others. Trademark exercises occur in every office. Several non-physical experiences and encounters are also important in college life.

They include employee relationships, participation in student organizations and organizations, student friendships, casual conversations, and an astonishing variety of linkages. We decided to construct the nature of exertion measures for major workplaces and real college opportunities. Subjects should cover important events and experiences. Every measure's content would be based on winning and developing since the measures' focus is on student learning and development. With classroom learning in mind, we confirmed that quality measurement would be cognitively higher. Identity improvement is more important for different topics. Identity develops as it faces new situations that need new responses. With a base, one can develop. For instance, students used a different physical office in some college regions. The essential.

Motivation

In general, *inspiration* is the driving force that motivates us to action. It motivates us to work hard and achieve our goals. Motivation has a significant effect on our actions and productivity. The word "inspiration" describes what motivates, encourages, and drives people to carry out their daily tasks (Pintrich, 2003). The thing that motivates us to do anything, from obtaining a glass of water to quench our thirst to reading a book to increase our knowledge, is inspiration. The forces that bring about behaviour include biological, emotional, social, and individual ones. The word "inspiration" is commonly used to describe the motivation behind a man's actions. Student motivation to study includes aspirations for the

future (the more promising the future, the greater the motivation to study), a desire to persevere in the face of difficulty and setbacks, and a determination to graduate from college (the more positive the self-assessments, the higher the inspiration toward examining). There are two components to academic success: actual performance and expected performance. True performance refers to academic indicators such as grade point average, test scores, and the number of successful exams taken (Sirgy, et al., [2007](#))

Student motivation greatly depends on how children are raised. Parental support is helpful because it can give a child a sense of security and confidence in an otherwise uncertain world as they pursue their growth and development. The involvement of parents is crucial to a student's academic success from elementary school through secondary school. Parental involvement has been linked to student outcomes like academic success, subjective well-being, homework completion, academic performance, and motivation. Parental involvement in assisting their student with homework, attending school events, watching their child participate in sports or other extracurricular activities, advising them on course selection, and keeping tabs on their academic progress were all studied.

Inspiration makes it possible to motivate, organize, and carry out the human will and search, ensure quality and control, and inspire execution (Bargh, and Ferguson, [2000](#)). It means that the idea of human action as a determinant of the adequacy of operational procedures is fundamentally compatible with the variables and measures that make up inspiration, which is a vital applied support for this thesis investigation. The three dimensions of inspiration—intrinsic, extrinsic, and observable—depict the human capacity for arousal and inspiration's role in forming human cognition and behaviour (Alexandris, Tsorbatzoudis, & Grouios, [2002](#)).

There are three levels of innate motivation: the motivation to learn, the motivation to succeed, and the motivation to be inspired. An individual's self-regulated use of these

standards leads to actions consistent with the amount of drive or stimulation underlying motivation. Extraneous motivations are things like exterior, additional, incorporated, and distinguished control that weigh or influence the person to make internal contemplations that produce specific behaviour. The ideal type of external motivation is external direction. It suggests participation in a group effort to win recognition or avoid punishment. The second type of extraneous inspiration, called introjections, suggests that the actor is "more" included in the action than is immediately apparent. Since activities are valued and thought necessary, and, thus, involvement is seen as being picked by the individual themselves, distinguishing proof is a more self-decided kind of external inspiration than outer control. Internalized authority suggests the highest degree of discretion when masking one's identity. However, inspiration is not an action toward either inherent or extrinsic inspiration, but rather, a bearing that has yet to be classified by characteristic or external manufacturing plant (Alexandris, Tsorbatzoudis, & Grouios, [2002](#)). Operational procedures are typically portrayed as cutting-edge research into autonomy. It brought the three criteria together and suggested that inspiration can naturally, incidentally, or both or can rouse behaviour.

When a student's aptitude is measured against an execution or fabulousness criterion, scholastic inspiration is the student's longing (as represented in methodology, industriousness, and level of ardour) for academic subjects (Eccles, and Wig Field, [2002](#)). Reflectance inspiration, of which scholastic inspiration is a subset, can be defined as the "need" to be successful in one's environment management efforts (Gresham, 1988). According to Pintrich ([2003](#)), websites that motivate and keep people doing academically-focused activities are called "scholarly inspiration." Scholars that study freedom of choice believe that there are multiple sources of academic motivation: intrinsic motivation, extrinsic motivation, and extrinsic motivation (Deci & Ryan, [2002](#)). Academic motivation is closely linked to the

self-determination hypothesis (SDT), often regarded as an essential component of college transformation. According to this theory, there is a gradient between intrinsic and extrinsic motivation, with the latter two bookending the former.

Methods and Procedures

In this study, we intended to determine if and how a student's level of contentment with his or her college experience affected his or her drive to do well in the final semester and earn a degree. What kind of study is conducted depends on the nature of the problem. This study utilized a descriptive method that used a correlational approach to evaluate and clarify the nature of the connection between any two or more variables; correlational investigations were conducted (Donald et al., 2014). Researchers found out how much effort students put into their coursework based on their happiness with their college experience. A *population* is defined as a group of individuals of the same species that live together in an area large enough to sustain conventional dispersal and migration patterns, where births and deaths are the only significant drivers of population change. The dynamics of smaller groups of species, known as local populations, are profoundly influenced by dispersal and migration (Berryman, 2001). For this study, we included any students who declared a major in government at any university.

Sampling is a method of obtaining representative data by picking a subset of the data (Kothari, 2004). A statistical sample is a subset of the overall population from which generalizations can be drawn about the population. Whereas a sample is a subset taken from a broader population for study (Gratton & Jones, 2010). Four hundred women who attended and graduated from public colleges in the Multan division are involved in this research. This sample was selected at random.

Instrumentation is the study and application of techniques for quantitative evaluation and control. There are various choices to be taken before starting the

investigation that makes up the Instrumentation plan. Two surveys were selected following an assessment of the existing research. The Quality of College Life Scale (QCLS) is a 39-question survey with a 5-point Likert scale based on the following domains: (broad) dissatisfaction with life in general; unfavourable impact (specific domain) Relationships between educators and their students, as well as social integration, possibilities, successes, and challenges Moreover, the AMS (Academic Motivation Scale), is a 23-item questionnaire with a 5-point Likert scale divided into the following sections: external regulation, motivation, inserted regulation, identified regulation, and intrinsic regulation. A Likert scale is a psychometric scale typically used in research that relies on questionnaires.

The purpose of the pilot study was to test the instrument's dependability. Four colleges in the Multan Division provided the data for this study. Cronbach's alpha for the Quality of College Life Scale (QCLS) was 0.90 whereas Cronbach's alpha for the Academic Motivation Scale (AMS) is 0.78.

The information comes from studies conducted at public universities. Graduate students at public universities were given copies of the questionnaires to fill out at their leisure. Four public universities' worth of data were gathered. The data is put through the statistical test of Pearson correlation.

Analysis and Interpretations of Data

The analysis and interpretation of data are the focus of this section of the research. The study's goals and questions were attained and clarified with the help of a five-point Likert rating scale. Data was examined, evaluated, and shown graphically as needed. This research aimed to establish a connection between students' satisfaction with their college experience and their drive to succeed academically. The questionnaire was used to collect the raw data.

Codes were assigned to each piece of information. SPSS was used to conduct the statistical analysis (Statistical Package for Social Sciences). The results are presented in

frequency tables and graphics that can be used to analyze the data. The researchers provide examples of participant demographics, descriptive analysis, subject comparisons by

gender, casual-type associations, and correlations between variables in the following chapter.

Table 1

Relationship between Quality of Life of College Students and Academic Motivation of College Students

Variables	1	2	Sig.(2-tailed)
Quality of College Life	1	.468	.000
Academic Motivation of College Students	.468	1	

The data shown in the table shows a good and somewhat significant connection between the quality of student life in college and academic motivation among students. We conclude that there is a linear relationship or association between the quality of college life and college students' academic motivation because of $p < 0.001$. It leads us to reject the null hypothesis, which leads us to come to this conclusion. The coefficient of correlation is .468, which indicates a positive to some degree moderate association between the variables.

Discussion and Findings

Students' academic motivation is moderately correlated with the quality of their college experience. The correlation coefficient, at 0.468, measures a positive, moderate, and substantial bond between the variables.

In this research, we examined how different aspects of college life affected students' enthusiasm to study. According to the data analysis, the quality of the college has a significant impact on the academic motivation of the students. Students' motivation to succeed in school is directly tied to the quality of their college experience. According to the data we gathered, the vast majority of students who responded to our survey said they like their time at college, feel at home there, and are motivated to achieve well by the belief that they can. The college setting is crucial to student motivation. Teachers, school management, and students' interpersonal relationships are additional factors that significantly impact students' desire to learn. A

good teacher leads by example and helps her students whenever they are in trouble. Positive attachments to instructors have been linked to increased academic engagement in students. The ability to handle pressure, take constructive criticism, and pay more attention in class are all benefits of a secure attachment style (Moqbel et al., 2011).

According to studies, those who are not motivated to work put less effort into college. Students who report a high quality of college life and a positive college experience are more likely to be motivated than their counterparts who report a low quality of college life and a negative college experience. According to the data, college students are more motivated when the campus environment is high quality. College students are motivated by the prospect of a bright future; they desire more employment opportunities, higher salaries, and a sense of personal fulfilment. Most students said they look forward to attending college, find the experience rewarding, and are eager to demonstrate their abilities. It follows that the quality of college life has a significant relationship with students' motivation to study.

Recommendations

1. The college administration has the potential to foster an environment that encourages and recognizes students for their scholastic efforts and successes. The administration of the college may foster a more upbeat environment.
2. There is potential for better communication and understanding

between college administration, faculty, and students. The present investigation used quantitative techniques at the

graduate level. Future research should employ mixed approaches and expand the study's population and sample size.

References

- Alexandris, K., Tsorbatzoudis, C., & Grouios, G. (2002). Perceived Constraints on Recreational Sport Participation: Investigating their Relationship with Intrinsic Motivation, Extrinsic Motivation and Amotivation. *Journal of Leisure Research*, 34(3), 233–252. <https://doi.org/10.1080/00222216.2002.11949970>
- Bargh, J. A., & Ferguson, M. J. (2000). Beyond behaviorism: On the automaticity of higher mental processes. *Psychological Bulletin*, 126(6), 925–945. <https://doi.org/10.1037/0033-2909.126.6.925>
- Bizzintino, J., Lee, W. H., Laing, I. A., Vang, F., Pappas, T. N., Zhang, G., Martin, A. J., Khoo, S. K., Cox, D. J., Geelhoed, G. C., McMinn, P. C., Goldblatt, J., Gern, J. E., & Souëf, P. N. L. (2011). Association between human rhinovirus C and severity of acute asthma in children. *The European Respiratory Journal*, 37(5), 1037–1042. <https://doi.org/10.1183/09031936.00092410>
- Bleistein, N., Cohen, J. S., & Stockwell, J. W. (2001). Mathematics of Multidimensional Seismic Imaging, Migration, and Inversion. In *Interdisciplinary applied mathematics*. Springer New York. <https://doi.org/10.1007/978-1-4613-0001-4>
- Boutte, G. S., & Johnson, G. (2013). Do Educators See and Honor Biliteracy and Bidialectalism in African American Language Speakers? Apprehensions and Reflections of Two Grandparents/Professional Educators. *Early Childhood Education Journal*, 41(2), 133–141. <https://doi.org/10.1007/s10643-012-0538-5>
- Bozgun, K., & Kosterelioglu, M. A. (2022). Self-confidence as the predictor of metacognitive awareness in high school students. *Participatory Educational Research*, 10(1), 375-388.
- Clark, M. H., & Schroth, C. (2010). Examining relationships between academic motivation and personality among college students. *Learning and Individual Differences*, 20(1), 19–24. <https://doi.org/10.1016/j.lindif.2009.10.002>
- De Sisto, M., Huq, A., & Dickinson, G. (2021). Sense of belonging in second-year undergraduate students: the value of extracurricular activities. *Higher Education Research and Development*, 41(5), 1727–1742. <https://doi.org/10.1080/07294360.2021.1902951>
- Deci, E. L., & Ryan, R. M. (2002). *Self-determination research: Reflections and future directions*.
- Donald, I. J., Cooper, S. R., & Conchie, S. M. (2014). An extended theory of planned behaviour model of the psychological factors affecting commuters' transport mode use. *Journal of Environmental Psychology*, 40, 39-48. <https://doi.org/10.1016/j.jenvp.2014.03.003>
- Dos Santos, L. M. (2020). The motivation and experience of distance learning engineering programs students: A study of non-traditional, returning, evening, and adult students. *International Journal of Education and Practice*, 8(1), 134-148.
- Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15, 1-16. <https://doi.org/10.1186/s41239-017-0087-5>
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109-132. <https://doi.org/10.1146/annurev.psych.53.100901.135153>
- Farahani, M. A., & Saeedi, M. (2022). The psychometric properties of the Persian version of the MUSIC Model of Academic

- Motivation Inventory among nursing students. *Nursing Open*, 9(1), 437-445.
- Gil, G. A. (1996). Analysis of the Williams and Batten questionnaire on the quality of school life in Spain. *Reading Literacy in an International Perspective*, 223-240.
- Gratton, C., & Jones, I. (2010). *Research methods for sports studies*. Taylor & Francis.
- Greene, B. A., & DeBacker, T. K. (2004). Gender and orientations toward the future: Links to motivation. *Educational Psychology Review*, 91-120. <https://doi.org/10.1023/b:edpr.0000026608.50611.b4>
- 3Kandakatla, R., Berger, E. A., Rhoads, J. F., & DeBoer, J. (2020). Student Perspectives on the Learning Resources in an Active, Blended, and Collaborative (ABC) Pedagogical Environment. *International Journal of Engineering Pedagogy (IJEP)*, 10(2), 7. <https://doi.org/10.3991/ijep.v10i2.11606>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Lee, Y. (2008). Subjective quality of life measurement in Taipei. *Building and Environment*, 43(7), 1205–1215. <https://doi.org/10.1016/j.buildenv.2006.11.023>
- Munir, H., Manzoor, A., Mughal, M. A., & Akhtar, M. (2022). Self-perception of College Teachers about Their Classroom Performance. *Journal of Arts & Social Sciences*, 9(2), 91-99.
- Parankimalil, J. (2012). *Meaning Nature and Aims of Education*. Parankimalil World press .com.
- Pintrich, P. R. (2003). A Motivational Science Perspective on the Role of Student Motivation in Learning and Teaching Contexts. *Journal of Educational Psychology*, 95(4), 667–686. <https://doi.org/10.1037/0022-0663.95.4.667>
- Rao, Z. (2006). Understanding Chinese Students Use of Language Learning Strategies from Cultural and Educational Perspectives. *Journal of Multilingual and Multicultural Development*, 27(6), 491–508. <https://doi.org/10.2167/jmmd449.1>
- Sharma, A. M., & Jain, P. (2022). Is The Academic Sector Of India Heading In The Right Direction? *Webology*, 19 (2).
- Sinclair, B. B., & Fraser, B. J. (2002). Changing Classroom Environments in Urban Middle Schools. *Learning Environments Research*, 5(3), 1-20.
- Sirgy, M. J., Grzeskowiak, S., & Rahtz, D. R. (2007). Quality of College Life (QCL) of Students: Developing and Validating a Measure of Well-Being. *Social Indicators Research*, 80(2), 343–360. <https://doi.org/10.1007/s11205-005-5921-9>