

Transforming Teaching Methods for Business Students: Motivation Focused Approach

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Abstract

This study examines the factors that influence student motivation in learning, specifically studying the role of feedback and teaching methods. Using regression analysis, we identified two main factors that significantly increase student motivation: constructive feedback and teaching methods that facilitate understanding of study materials. Moreover, relevant literature and contemporary teaching methods were discussed. Results show that students are more motivated when they receive improvement-promoting feedback because it supports their academic growth and engagement. In addition, teaching methods that promote understanding and create an enjoyable learning environment go a long way in promoting sustained motivation. These results highlight the importance of developmental feedback and effective teaching methods in creating a positive and motivating educational experience.

Keywords: Teaching methods, student motivation, feedback

Introduction

Business education is crucial for the formation of future professionals who will be oriented and influence the industry around the world. Traditional methods of teaching in business school, such as structured tasks, quizzes and presentations seem to be not enough anymore. An important component is

often missing in this approach: engagement and motivation, which inspire students to become active, enthusiastic students. In recent years, leaders and researchers have recognized the importance of motivation for students. To meet this challenge, a motivation-oriented approach to learning appeared as an effective method that significantly contributes to the professional development of students.

A motivation-oriented study of business students is very topical. This approach is based on well-established motivational theories, such as self-determination theory, which emphasizes the importance of autonomy, competence and connectedness in maintaining motivation and expectancy theory.

In the context of business education, the importance of a motivational-oriented approach to teaching increases. Business programs are uniquely located at the intersection of several disciplines, combining aspects of economics, psychology, communication and disabilities. In this interdisciplinary cluster students not only study the facts, but also skills and the ways to analyse these facts.

The research question of the study is what factors affect more on students' motivation?

The complexity of the business world requires adaptability and initiative from graduates, qualities that are best developed when students feel a real connection with their studies. A demotivator can be a student who aims for full and curious work, which in turn can lead to pressure and hard work.

Research in the field of pedagogical psychology shows that the motivation-oriented approach can increase the motivation and satisfaction of students, reduce burnout and cause exhaustion in the field of business. When students are motivated, they are more likely to fail to solve problems that could be successful. Such an image of thinking is especially relevant in business, where uncertainty and change are constants. For example, the stimulation of the student can be more inclined to go to the calculated risk, to experiment with investment ideas and to perceive the possibility of failure as a way to study. Instead of relying exclusively on exams and standardized assessments, motivated pedagogy encourages the use of real projects, embedded teaching and experiments, for example, developing marketing strategy and other business or analysis of financial investments. This tangible connection with the real world strengthens their motivation, as they see firsthand the relevance of their education for their future career.

Another important advantage of motivation-based learning in business education is its potential to prepare students for the ethical and interpersonal aspects of business. In today's interconnected and socially conscious business environment, professionals must be guided not only by economic and strategic considerations but also by ethical and social considerations. A motivation-

oriented curriculum can include projects and discussions that encourage students to think critically about the ethical implications of business decisions, helping to develop a sense of responsibility and social awareness.

This type of curriculum aligns well with students' intrinsic motivation to make a positive impact, preparing them to become leaders who are not only successful but also conscientious and ethical. Despite the obvious advantages, implementing a motivation-based approach in business programs requires thoughtful planning and adaptation.

Educators must be willing to move from a teacher-centered model to a student-centered model where they act as facilitators and mentors, not just content providers. This may include training teachers to implement motivational strategies such as providing constructive feedback, encouraging autonomy in project selection and creating a supportive classroom environment that values diverse perspectives. In addition, institutional support is important because creating a motivating curriculum often requires resources and flexibility that traditional curricula do not offer.

In conclusion, a motivation-oriented approach to learning represents a transformational change in business education. By emphasizing intrinsic motivation and personal engagement, educators can create more dynamic, relevant, and effective learning experiences that meet the demands of today's students and the rapidly changing business world. This approach not only improves academic outcomes but equips students with the mindset and skills needed for future careers with confidence, ethical awareness and resilience.

As business schools continue to evolve, motivation-focused pedagogy can become a cornerstone of modern business education, producing graduates who are not only knowledgeable but passionate about making meaningful contributions to their fields. The purpose of this study is to explore the theoretical underpinnings of this approach, provide practical recommendations for its implementation and evaluate its impact on student learning outcomes, ultimately contributing to a more engaged, adaptive and empowered generation of business professionals.

Understanding the mechanisms of e-learning and online interaction is becoming increasingly important as education moves to digital platforms. This section covers many aspects of online education, such as the effectiveness of e-learning management systems, gamification strategies and engagement methods. It highlights the advantages and disadvantages of virtual learning environments and provides insights into how teachers and institutions can improve the online learning experience to increase student motivation and happiness.

Eom (2012) examines the impact of e-learning management systems (LMS), self-efficacy and self-regulated learning on student satisfaction and system effectiveness. The research model, an extension of the Information

Systems Success Model and the Virtual Learning Environment Effectiveness Model, was tested using partial least squares (PLS) methodology. The results show that e-learning management systems (LMS) do not have a positive relationship with system quality, information quality, self-directed learning and user satisfaction. However, user satisfaction with an e-LMS is a strong indicator of system effectiveness. The study provides empirical evidence that e-learning satisfaction is an important predictor of e-LMS effectiveness and that system quality and information quality have significant direct effects on perceived satisfaction.

Khalidi, Bouzidi and Nader (2023) found that the use of e-learning platforms in higher education resulted in lower dropout and graduation rates due to lack of student motivation and engagement. Gamification, which involves the use of game design elements in non-game activities, was used to solve this problem. However, selecting the right combination of game elements remains a challenge due to the lack of proven design approaches. The purpose of this study was to provide a comprehensive review of gamification of online learning in higher education by examining various game elements and gamification theory. PBL elements, levels and feedback were found to be the most frequently used elements for gamification of e-learning systems. The study also found a trend toward personalization, with a lack of research on content gamification compared to structural gamification.

Bolliger & Martin (2018) examine faculty members' perceptions of engagement strategies in online learning environments and compare them to student data. A survey instrument was used to collect data from 161 online educators. Results indicate that faculty perceive the engagement strategies listed in the study as more important than students.

Abu Khalil et al. (2021) studied 313 students in a low-resource setting and found that student content engagement strategies such as screen sharing, summaries and class notes were most effective, followed by student-faculty interaction strategies such as question-and-answer sessions and reminders. Student-to-student interaction strategies such as group chat and collaboration were the least effective. The study offers a 10-level guide to student engagement during emergent online classes.

A study by Martin and Bolliger (2018) found that student-faculty interaction strategies such as relationship-building discussions and online collaborative communication tools were most beneficial to students in online courses. In the "student content" category, the most helpful items were real-world projects and structured discussions. The study also examined the influence of age, gender and online learning experience on students' perceptions of interaction strategies.

Ogunleye et al (2023) investigate the use of modern virtual learning in Nigerian business education curriculum during the COVID-19 pandemic. It

discusses the advantages, challenges and tools of virtual learning and concludes that although it offers many benefits, there are still challenges that need to be addressed. The study recommends providing Internet services, stable electricity and working computers at all levels of education, especially business education, and conducting necessary training for teachers and students. The aim is to improve and support teaching and learning at all levels of education by providing virtual learning.

Huber et al.'s (2023) study explores design considerations for online business assessments, focusing on academic integrity, quality feedback, positive learning experiences, information integrity and equal opportunity for completion. It also emphasizes the importance of authenticity. Research shows that scale of delivery, resource constraints, institutional policies and accreditation requirements influence evaluation design. The results provide a basis for decision-making based on best practices and facilitate discussions between educators, higher education providers and accreditation bodies.

Effective teaching tactics are crucial for improving student motivation and learning outcomes. This section discusses new teaching methods such as blended learning, motivational interventions and problem-based learning. It also discusses the importance of collaborative partnerships in democratizing classroom practices and engaging students, offering insights into how teaching methods can change the educational landscape.

Bajaj, Ahuja, and Sriram (2013) demonstrated that problem-based learning (PBL) is an effective approach to nursing education that promotes student motivation, critical thinking, and problem-solving. A study showed significant improvement in overall academic performance. Feedback has shown that PBL helps generate interest, improve understanding and promote independent learning. This modern educational strategy is an effective tool for objectively improving knowledge acquisition in the field of medical education, making it a valuable tool in modern education.

Heilporn, Lakhal & Belisle (2021) investigate how teachers increase student engagement in blended learning (BL) through interviews with undergraduate and graduate students at universities. Strategies include course structure, pace, learning activities and faculty roles. The results highlight the importance of well-structured, accelerated courses, clear communication, trusting relationships and the use of digital tools. For undergraduate students, sharing experiences and co-constructing learning are key strategies.

Deeley & Bovill (2017) found that a partnership approach democratized the assessment process, empowering students in their learning and increasing their assessment literacy. Despite the sense of risk, motivation and engagement in the learning community increased. Implementing staff-student partnerships in assessment and democratic classroom practices can have many positive benefits.

This study by Harakiewicz et al. (2014) examines interventions to promote motivation in an academic context, addressing two main issues: motivating students to take more STEM courses and maintaining motivation and academic achievement. The study is based on three additional theories: expectancy-value theory, interest theory and self-development theory. Experimental field studies show that utility value interventions increase interest and performance in high school science and college psychology classes. A randomized intervention resulted in students taking more science and math courses and values affirmations improved academic achievement and retention among first-generation college students. The study concludes by discussing the mechanisms by which these interventions work.

Radulovic et al (2023) studied the effects of blended learning on the motivation of physics students. 128 students of Novi Sad senior school participated in the study, 64 of whom were in the experimental group and 64 in the control group. The results showed that blended learning increased motivation, self-efficacy and value in learning physics. Girls showed increased motivation and low-achieving students showed significant growth. A key recommendation is the wider use of blended learning.

Developing entrepreneurial skills is crucial to preparing students for success in a changing global economy. This section discusses approaches and strategies used in entrepreneurship education, the impact of simulation games on entrepreneurial thinking and the importance of developing practical and managerial skills. It also discusses global competency models for business education, highlighting the importance of adapting to a rapidly changing world. In addition to academics, the social and emotional aspects of learning have a significant impact on student experiences and outcomes.

Arasti, Phalawarjan and Imanipour (2012) argue that entrepreneurship education is becoming increasingly important worldwide, but there is no universal pedagogical recipe for entrepreneurship education. The choice of methods depends on the objectives, content and institutional context. Iran's first master's program in entrepreneurship management, launched in 2005, includes a course in business planning. This article explores appropriate teaching methods for this course through qualitative and semi-structured interviews. The results indicate that group projects, case studies, individual projects, venture projects and problem-solving are suitable teaching methods.

This study by Zulfiqar et al (2018) investigates the impact of value, utility and enjoyment on students' attitudes and intentions toward entrepreneurship using business simulation games. The results show a significant positive attitude, but subjective norms do not affect intentions. Research suggests that people with high levels of uncertainty avoidance are reluctant to take risks, highlighting the need to foster a community entrepreneurship ecosystem.

Iliasu and Daramola (2023) attempted to assess the entrepreneurial skills required by business students in public colleges in Kano. The study included 913 undergraduates from three colleges and 256 graduate students. The study used a descriptive research design and identified managerial, textual and practical entrepreneurial skills as essential. However, constraints such as poor funding, inadequate infrastructure and corruption prevent the effective acquisition of these skills. The results show that acquiring entrepreneurial skills is critical for graduates to be productive and self-sufficient. To improve this, governments and schools should provide mentoring and coaching programs to connect students with successful entrepreneurs and business leaders.

Van Rompuy-Bartels and Tuninga (2023) argue that to adapt, employers, employees and students must change their assessments of business and education. Business schools must prepare students with the skills and values for this changing environment. A global citizenship model for business educators and practitioners is presented to promote the development of global competencies and traits for responsible global citizens.

This section explores the sense of belonging, identity formation and motivation, as well as interpersonal and self-determining elements that influence learning. Research in this area highlights the importance of creating supportive, inclusive environments that promote emotional well-being and participation.

Masica and Jones (2016) investigate the experiences of first-year business management students at a university in southern England, focusing on measures of student retention. The study uses Wenger's social learning theory and an appreciation research approach to examine students' perceptions. The results show that students developed a sense of belonging, formed an identity and gained confidence, but also experienced tension and frustration.

A study by Orsini, Binnie & Wilson (2016) reviewed 17 studies on student motivation to engage in academic activities in health professions education, focusing on determinants, mediators and outcomes. The results showed that interpersonal determinants positively influenced motivation, but no study tested a mediation effect. Self-determined motivation was positively related to cognitive, emotional and behavioral outcomes. Research suggests that changes in the educational environment and early identification of student characteristics can enhance motivation by supporting future practitioners' motivation to self-determine and influence their approaches to learning.

Method

This study uses a quantitative survey to examine the effectiveness of motivation-based teaching strategies in business education by examining students' motivation levels and perspectives.

Participants in this study were business school students and faculty from Grigol Robakidze University (Tbilisi, Georgia) who were selected for varying demographic backgrounds, academic years and prior exposure to motivational teaching techniques. A purposive sampling method was used to ensure that the selected participants represented a variety of classroom settings, from traditional to more innovative, motivationally oriented settings. A total of 46 students participated (10 percent of the total number of students of Grigol Robakidze University School of Business and Management).

A self-report questionnaire was developed and administered to student participants to measure their level of motivation, engagement and perceived effectiveness of teaching methods. The survey instrument included questions based on the Self-Determination Theory (SDT) framework that measures dimensions of motivation such as autonomy, competence and relatedness. A Likert scale (1-5) was used to evaluate the responses, which allowed quantitative analysis of the motivational impact.

Results and discussions

Regression analysis was performed using the data collected. Descriptive statistics are also provided below and discussions are made. Initially, there were 12 variables determined as important factors affecting students' motivation. After the tests on multicollinearity one variable (I feel encouraged to share my ideas and opinions in class) was removed from the model.

Regression summary output is given below in table 1.

Table 1. Regression summary output

SUMMARY OUTPUT									
<i>Regression Statistics</i>									
Multiple R	0.647902								
R Square	0.419777								
Adjusted R Square	0.267087								
Standard Error	0.741407								
Observations	49								
ANOVA									
	df	SS	MS	F	Significance F				
Regression	10	15.11198	1.511198	2.749208	0.011861				
Residual	38	20.88802	0.549685						
Total	48	36							
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%	
Intercept	1.853084	0.56382	3.286657	0.002187	0.71169	2.994479	0.71169	2.994479	
x1	0.24194	0.128642	1.880725	0.067689	-0.01848	0.502362	-0.01848	0.502362	
x2	-0.18352	0.146594	-1.25187	0.218268	-0.48028	0.113247	-0.48028	0.113247	
x3	-0.04713	0.141561	-0.33296	0.740996	-0.33371	0.239442	-0.33371	0.239442	
x4	0.393045	0.163586	2.402679	0.021266	0.061882	0.724208	0.061882	0.724208	
x5	-0.10971	0.107244	-1.02296	0.312795	-0.32681	0.107398	-0.32681	0.107398	
x6	-0.29094	0.163496	-1.77951	0.083155	-0.62192	0.040037	-0.62192	0.040037	
x7	-0.05178	0.13372	-0.38726	0.700722	-0.32249	0.218917	-0.32249	0.218917	
x8	0.495616	0.217157	2.282293	0.028158	0.056005	0.935227	0.056005	0.935227	
x9	-0.11721	0.162956	-0.71925	0.476388	-0.44709	0.212681	-0.44709	0.212681	
x10	0.108581	0.233976	0.464069	0.645246	-0.36508	0.582239	-0.36508	0.582239	

Source: authors' calculations

The variables given in the model are the following:

Y1 - My motivation in the study process is high

X1 - I have a freedom to choose courses and projects interesting to me

X2 - The teaching methods used by the lecturers help me develop valuable business skills

X3 - The complexity of the given projects and tasks is adequate for me

X4 - I receive constructive feedback that helps me improve

X5 - I actively communicate with my peers in the format of classroom activities, team projects and discussions

X6 - I feel supported by the lecturer

X7 - I actively engage in discussions during the lecture/seminar

X8 - The methods used by the lecturers in the teaching process make the learning material easier to understand and interesting

X9 - In general, in business and management school, lecturers use modern teaching methods (cases, simulations, flipped classroom)

X10 - Overall, I am satisfied with the teaching methods used by the lecturers in business courses

Regression showed that the following variables have a significant and positive impact on students' motivation in the study process: x4 (feedback that helps to improve) and x8 (methods used by the lecturers in the teaching process make the learning material easier to understand and interesting).

As this analysis shows students appreciate developmental feedback that helps them to be motivated. Also, the approach of the lecturer and

especially the methods they use in the teaching process that help them to understand subjects better plays an important role in keeping students motivated in the process.

These results highlight the important role of developmental feedback and instructors' instructional strategies in enhancing student motivation. Students benefit from feedback that focuses on their development and improvement. This feedback not only highlights their current achievements but also identifies areas for improvement, allowing them to set clear, achievable goals. This approach helps students gain confidence and maintain a sense of accomplishment throughout their academic journey, which is crucial for long-term motivation. In addition, developmental feedback promotes a growth mindset, which believes that abilities and skills can be improved through effort and successful tactics. Equally important is the impact of instructional approaches on student engagement and motivation. The way instructors present course material has a significant impact on how students perceive and interact with their research. When teaching methods simplify complex concepts and present them in a fun, accessible way, students' feelings of frustration or overload are reduced, leading to sustained interest and excitement. This is especially important in areas that involve complex or abstract topics, where there is a significant risk of losing interest if the material is not clearly explained.

Effective teaching strategies promote a more inclusive and dynamic learning environment. Modern teaching methods such as case-based learning, simulations, flipped classrooms and interactive debates encourage active participation, collaboration and critical thinking. These strategies not only enhance learning but also provide practical, real-world applications of academic information. For example, cases allow students to explore and solve problems that are similar to real-world business situations, while simulations provide hands-on exposure in a risk-free environment.

In addition, learning approaches that encourage participation often create a sense of community and collaboration among students. Team projects, group discussions, and peer assessment not only deepen learning but also help students develop the interpersonal skills needed to succeed in academic and professional situations. This collaborative aspect of learning increases motivation because students feel engaged and share common goals in their learning environment. In addition, the integration of technology into teaching methods is becoming increasingly important in modern education. Learning management systems, interactive software, and online discussion forums provide a more personalized and adaptive learning experience. These technologies allow teachers to accommodate different learning styles, ensuring that all students can interact with content in a way that suits their preferences and needs. Using these tools, teachers can create more responsive

and inclusive learning environments and increase student motivation. Ultimately, the combination of developmental feedback and new teaching methods creates an effective framework for student engagement. Feedback offers students the support and encouragement they need to take responsibility for their learning, while good teaching methods maintain their interest and commitment to the subject. Together, these factors create the foundation for a dynamic and supportive learning environment in which students are not only motivated to achieve academic success but are also equipped with the skills and confidence needed to become lifelong learners.

Conclusion

The results of this study highlight the importance of constructive feedback and innovative teaching strategies in enhancing student motivation in the learning environment. Feedback that is focused on improvement and targets individual needs provides students with a clear path forward, increasing self-esteem and a sense of achievement. This method not only engages students in their learning but also encourages them to take ownership of their academic journey, which is crucial for long-term success.

In addition, the teaching approaches used by teachers have a significant impact on student motivation. Teachers who use methods that avoid difficult topics, make learning fun and add interesting, real-world applications help to stimulate student interest and curiosity. These strategies create a climate in which students feel supported and inspired to actively participate, which promotes a positive relationship with the learning process.

Furthermore, the study highlights the importance of teachers' attitudes and their ability to relate to students. Teachers who are enthusiastic, approachable and genuinely committed to student success can significantly improve the overall learning experience. By creating a supportive and engaging classroom environment, teachers can ensure that students remain motivated even when they face academic challenges.

This study also highlights the broader impact of motivation on learning. Motivated children are more likely to achieve academic success, demonstrate higher levels of creativity and critical thinking and maintain a commitment to lifelong learning. Institutions can foster a culture of excellence and continuous improvement by prioritizing feedback and motivating approaches to learning, which benefits both students and teachers.

Finally, the results of this study suggest that motivation is not a natural trait, but rather one that can be developed through careful and purposeful learning approaches. A motivating educational environment is built on three pillars: constructive feedback, creative teaching methods and supportive teacher-student relationships. Investing in these areas allows teachers to

empower students to reach their maximum potential, ensuring both immediate academic success and long-term personal and professional development.

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