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Factors pertaining to students motivation towards academic achievement: a case study in the emirate of Abu Dhabi

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Abstract

In the context of the UAE and other GCC countries, student motivation is a big struggle for university educators. Based on our experiences as educators in many humanities and social science classrooms, we have observed that students often rely on extrinsic motivation for their learning and mainly depend on their teachers to take the responsibility of their learning. This paper is designed to study a number of factors affecting students' motivation in humanities, especially in Psychology and Society courses in a General Education Program setting. The study was conducted on 370 students from Abu Dhabi. Motivation scales were used to understand the various factors contributing to their motivation in learning. The data was analyzed using various statistical techniques such as t-test, f-test and Chi-square test. The results provide profound insights into numerous factors affecting students in their learning process.

Keywords: *Motivation, Psychology, Sociology, General Education, Learning*

I. Introduction

Student motivation is at the heart of academic achievement, especially when it comes to higher education. It creates intrinsic motivation for students to take the responsibility of their learning and identify extended sources and opportunities (which are not confined to their classroom, textbooks and teachers) that can contribute to their learning. Dornyei (2001) posited that motivation explains why people decide to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity. In order words, "motivation is what gets you going, keeps you going, and determines where you're trying to go" (p. 317). It is a notion that has a positive correlation with students' retention, good behaviour, and good relationship with other students. Most importantly, intrinsic motivation keeps students happy, positive and passionate about what they are learning as well as the ways in which they are learning. Passion for learning is the greatest asset that creates a pull factor for learning. Once this passion shrinks, learning for students becomes merely a coercion which results in high dropout rates

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before students complete their degree programs. Additionally, due to the unpleasant experiences students have during learning, very few can concentrate in their studies. Gasco et al. (2014) noted that motivation plays an important role in learning because it greatly affects academic performance. Furthermore, motivational beliefs are essential to students' academic achievement as they help determine the extent to which students will consider, value, put in effort, and show interest in a task. For example, self-efficacy influences how learners feel, think, motivate themselves, and behave. This has been established by research, indicating students' problem solving performance is significantly related to their self-efficacy beliefs (Alderman, 2004, pp. 17-20).

Motivation is an innate phenomenon influenced by a number of factors. The most important is the educational milieu that is created to support students' learning. The physical and emotional environment affects their belongingness. Comfort in the physical setting and trust in the emotional environment develops a sense of happiness and cohesion. Askari (2010), consistent with these results, argues that in order to create motivation, education should be presented in an appropriate context with desirable facilities. Another element is their involvement as one of the key stakeholders in goal setting and decision making. Students feel empowered if they are genuinely engaged in key committees, in the process of goal setting and vision building exercises and in the implementation of strategic plans (Abedi, 2008). According to Pintrich (2003), Zimmerman has revealed that students who are self-regulating, who set goals or plans, or who try to monitor and control their own cognition, motivation, and behavior predicated upon these goals are more likely to do much better in school. By such motivation people are stimulated to successfully complete an assignment, or to achieve a goal or a degree of qualification in their profession (Mohamadi, 2006). The third factor that influences students' motivation is the approach of assessment. Clear expectations of assignments, a descriptive rubric and updated system of information brings a significant level of clarity. Transparency in the process of assessment and grading encourages students to work sincerely as they know that their efforts will be rewarded. Moreover, their relationship with other students and faculty in the university is also a significant factor that directly impact students' motivation. The element of trust, shared responsibility, mutual respect and friendship persuade them and coerce them to go beyond their zone of proximal development.

Better understanding of students' motivation is of great importance to educators as it explains why they behave in a particular way. This can assist the community of educators in predicting student academic performance and in identifying challenges before students' academic performance is compromised.

II. Literature review

Learning is dependent on students' motivation. In the absence of motivation learning becomes mere a process of transmission of factual knowledge as an imposition to the learners. There is a huge amount of literature available that explains the concept of motivation. According to Brophy (1998), for students, motivation is directly linked with the value and meaning that they find in the academic engagement. From an educational perspective, Palmer (2005) explained that motivation is the process that stimulates the zeal to take responsibility of their learning and maintains curiosity towards their learning behavior Recent motivational studies, which not only focus on behavioral perceptive, emphases on the importance of external factors like reward and punishment and the social cognitive aspects such as students attitude, beliefs, and their learning environment. Apart from extrinsic

and intrinsic variables, other factors related with motivation in a student's life are ability through which they perceive themselves, learn from their mistakes, have growth mindset and try innovative ways to learn and enhance their understanding. (Brophy, 1998; Garcia, 1995; Garcia & Pintrich, 1992; Nolen & Haladyna, 1989; Pintrich & Schunk, 1996). It is, therefore, pertinent to investigate all the factors involved in student motivation and learning in the most effective way to enhance student motivation in the Gulf Region especially in the UAE.

In terms of motivation in self-regulated learning, gender plays an important role among students in university level, especially in the Middle East. Previous research in this area established the existence of different attribution patterns in boys and girls. Majority of the studies proved that girls tend to give more emphasis to learning and put great effort to maintain their performance level and engagement in school. (Buchmann, 2007; DiPrete & McDaniel, 2007). Whereas (Lightbody et al., 1996; Georgiou, 1999), showed that boys think that their ability and luck play a significant role in thier academic achievement, (Burgner & Hewstone, 1993).

Other researches revealed female tend to do better in their grades due to higher attention span, spending more time with their academics and lesser number of disciplinary issues. As a result of this they tend to take greater number of math and science courses they take in high school (Goldin et al., 2002; Cho, 2007) as compared with boys who tend to get more engaged in disciplinary issues which directly affects their academic performance in college. Subsequently, such behavior of higher grit plays a large role in producing the female advantage in college completion (Buchmann & DiPrete, 2006).

Female students are more interested and involved in extracurricular activities, which include a variety such as music, drama, talk shows, debates and other cultural shows which are not restricted to the school boundary only. Many girls work hard to participate in interschool and nationwide competitions. (Dumais, 2002). All these contributed to their academic achievement and finding a successful career in life.

In addition to this, it is important to note that a student's motivation depends highly on the method through which they are receiving education. In the modern day, educational systems are, in a general sense, systematic and structured in a brimful manner, reducing the flexibility of the student's schedule and thereby increasing their stress levels massively. This, in turn, results in a significant deterioration of mental health; a survey conducted by the American Psychological Association in 2016 found that 45% of the teens they surveyed felt stressed and anxious due to school pressures (Brentar, 2017). This exponential increase in anxiety rates reiterates the lack of freedom for the student to pursue passions and self-teach areas of interest that may not be part of their hectic educational routine, negatively impacting their motivation to continue with the education system to which they are accustomed, let alone indulge in it.

In order to ensure that students are actively engaged in the education they receive, it is crucial that the educational programme they are a part of is pertaining to their needs and fulfils their expectations. In order to make this achievable, it is necessary that multiple methods to collect students' feedback are developed so that rapid iteration can be done to educational systems in order for them to address students' learning needs. According to Leanne Martin, head writer at Educator Impact, "schools attempting to improve teacher quality or develop their staff *without* implementing a system for student feedback are ignoring one of the most powerful and effective tools available. One of the biggest challenges we face in enhancing professional practice in education is behavior change: Less than 30% of teachers say their professional development actually changes the way they teach, and

despite being one of the most well-studied and well-researched fields on Earth, there is still a significant gap between what works in theory, and what happens in classrooms.*"* Thus, by attaining student feedback on a regular basis, newly developed pedagogies can be incorporated in modern teaching methods in order to adhere to the needs of the student and so that the education they receive is according to the time and environment in which they reside.

In terms of the field of interest of each student, it is important that a wide array of options is available to choose from, so that the topics of study are such that the student feels inclined to partake in them and therefore takes ownership of their own learning. Additionally, students must not be under any sort of pressure in terms of what field to specialize in, either from peers, teachers, or parents, so that they enjoy what they are learning and are motivated to continue with their education on a daily basis. According to a study by the Bill and Melinda Gates Foundation, the main reason why students dropped out of college in 2015 was this conflict of interest between what the student wanted their future to look like and what the family expected of them. Furthermore, for students who face unexpected challenges which have an impact on their education, there must always be a pathway through which they are able to carry forward and re-establish their learning journey, whether it be by resetting an examination, speaking to a counselor to discuss future steps, or perhaps even retaking a course.

Another essential factor to consider when the quality of modern education is what the youth of today value; when assessing the needs of students who are currently partaking in the higher education system, it is vital that the education they receive is molded to enhance their quality of life in the way that they deem fit. According to a research conducted at Carnegie Mellon University in 2016, "regardless of the objective value of an activity or topic, if students do not recognize its value, they may not be motivated to expend effort. However, if students clearly see how coursework connects to their goals, interests, and concerns, they will be more likely to value it, and thus more motivated to invest time and effort." Acknowledging that the youth today has reconsidered the concept of success given the broader range of opportunities they are provided with in terms of global movement, geographic fluidity, and financial independence, it is vital that the educational system seamlessly keeps up to date with such shifts in mindset and ideals so that individuals remain motivated to receive quality education.

Another way through which students may maintain a level of motivation in terms of receiving education is to ensure that a sufficient use of technology and other such interactive, yet modern methods are being implemented in classrooms. According to researchers at Purdue University, "technology is a powerful tool that can support and transform education in many ways, from making it easier for teachers to create instructional materials to enabling new ways for people to learn and work together. With the worldwide reach of the Internet and the ubiquity of smart devices that can connect to it, a new age of anytime anywhere education is dawning."

Additionally, education must be based on conceptual and debatable approaches to learning in order to elicit constant intellectual inquiry and fascination, rather than a mindless consumption of information, so that students are given the space for contemplation and self-thinking, and are therefore motivated to attain their education through the means that suit their needs and passions most.

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All the above studies focused on the main factors affecting student's motivation and academic achievement. To summarize, many studies have revealed that lack of motivation and self-discipline among male student had a negative impact on their academic performance. Through this study we tried to explore the major factors contributing to the academic success of students in UAE. The above literature reveals that deeper level of exploration is highly needed hence the following hypothesis were formulated to find the relationship between all the three variables:

Conceptual framework and hypothesis

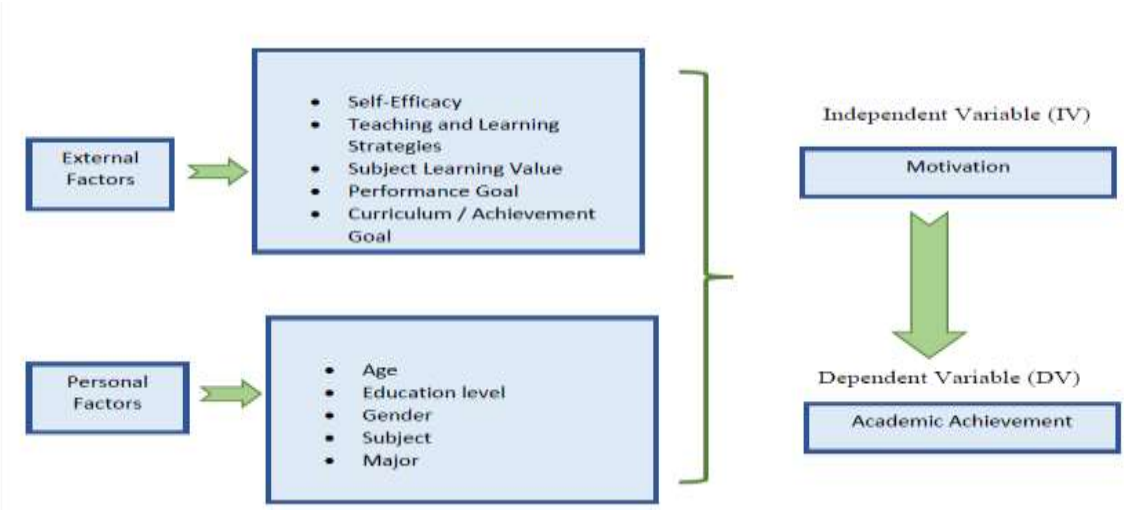

Figure 1: Conceptual Framework

H1. There is no significant association between motivation, and academic achievement of students in Abu Dhabi Emirate.

H2. Self-efficacy, teaching and learning strategies, subject learning value, performance goal, curriculum/achievement goal, learning environment stimulation have no significant impact on students' academic achievement.

H3. There is no significant difference for the variable motivation based on Age, gender, year of study and major.

H4.There is no significant difference in students' academic achievement based on Age and Gender

III. Materials and Methods

Sample

The present study recruited undergraduate students from various universities in Abu Dhabi taking Psychology and Society as their foundation requirement course during the academic year 2018-2019. There are 16 universities in Abu Dhabi (United Arab Emirate – Education, n.d.) out of which 8 universities participated.

Systematic sampling method was used to select the Universities. Most of the universities are situated in Zones-2 (There is Zone-1 & Zone -2 in the city of Abu Dhabi). Every alternative University participated in this study. The participants in this study were chosen randomly. Initially a sample size of 370 was taken. 320 students from Abu Dhabi and 50 students from Al Ain. All participants' students were from the age group of 18 years to 22 years. This study-included only students from Psychology and Society class due to students approach towards this course. The students from Arabian society are not very positive and they have a stereotyped perception towards these courses. Their attitudes have a considerable impact on their motivation to study these courses.

Equal importance was given to both male and female students. The students from different nationalities (Arabic and Asian) participated in this study. The background information about the participants is shown in Table 1.

Table 1: Percentage distribution of the sample according to gender, age, subject, educational level, major

Gender	**Count**	**Percent**	**Educational Level**	**Count**	**Percent**
Male	190	51.4	1st year	132	35.7
Female	180	48.6	2nd year	176	47.6
Age			3rd year	48	13.0
Below 20	140	37.8	Final year	14	3.8
21 - 25	200	54.1	**Your major**		
25 - 30	18	4.9	Engineering	206	55.7
>30	12	3.2	Aviation	36	9.7
Subject			Arts & Science	52	14.1
Psychology	185	50.0	Business	70	18.9
Sociology	185	50.0	Others	6	1.6

Materials

To collect essential data, it is necessary to adopt a systematic, relevant and valid procedure. In this study, the investigators adopted the following tool for the purpose of research. A brief description of the tools are given below:

Student Motivation Scale

The study has been made to find the relationship between motivation and academic achievement. The quantitative design method was used to analyze. The study set the scale of 35 items selected from section BD:ir survey instrument. Section A consists of demographic items and student's GPA. It set each item score 5,4,3,2 & 1 for positive item and 1,2,3,4, & 5 for negative item. The respondents answered to 35 hems on motivation scale. The ADA version of SMTSL used to investigate the influence of motivational factors on conceptual change in a Digital learning context using the Dual situated learning model. (Tuan, Chin & Sheih, 2005) the higher score proved that these variables indicated a higher level of motivation. A pilot study has been made to ensure the targeted result. The items of the questionnaire were modified to address the targeted respondents using previous studies. Six experienced teachers cross-verified all these test items in the questionnaire. The reliability of the test checked with a split-half reliability method which one half for odd items and the other half for even items. The Pearson Product-Moment Formula used to find the correlation coefficient between two halves. It shows a 0.7 coefficient for half test reliability and 0.92 coefficient for whole test reliability was found using the Spearman Brown Formula. Hence, the study reveals that the test is highly reliable at 0.01 significance level.

Scoring

The motivation scale was used to measure the level of motivation among students. The tests consist of 6 sub factors, self-efficacy, teaching and learning strategies, subject learning value, performance goal, curriculum/achievement goal and learning environment stimulation.

Students were categorized into groups on the basis on their motivation scores. The highest possible score for each variable was 175 and lowest possible score was below 35. The scoring ranging from 140 to 175 was considered as very high level , 105- 139 as moderate level, 70- 104 as Low level and less than 35- 69 as very low level . Academic Achievement was measured by calculating the GPA.

This study was reviewed by the Research Ethics committee in Abu Dhabi University and was approved after checking the information relevant for research in students.

IV. Analysis and Interpretation

Association between motivation and academic achievement of Psychology students in Abu Dhabi.

Table 2: Distribution of level of Motivation based on GPA

Students motivation	**3.5 – 4**		**2.5 - 3**		**1.5 - 1**		**<1**	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Low	21	21.0	25	23.6	14	18.4	21	23.9
Moderate	55	55.0	64	60.4	43	56.6	47	53.4

High	24	24.0	17	16.0	19	25.0	20	22.7

Table 3: Comparison of score regarding student's motivation based on GPA

GPA	**Mean**	**SD**	**N**	**F**	**Sig**
3.5 - 4	121.0	25.7	100	1.47	0.05
2.5 - 3	118.9	22.7	106		
1.5 - 1	123.1	22.5	76		
<1	121.7	25.8	88		

The result reveled that Academic achievement is significantly associated with students' motivation. Performance was best under conditions of moderate level, rather than low or high motivation level.

Association between self-efficacy, teaching and learning strategies, subject learning value, performance goal, curriculum/achievement goal, learning environment stimulation and students' academic achievement.

Table 4: Comparison of score regarding self – efficacy, learning environment stimulation based on GPA

Self-Efficacy								
GPA	**Mean**	**SD**	**N**	**F**	**Sig.**	**Scheffe Multiple Comparisons**		
						Pair	**F`**	**p**
3.5 - 4 (A)	21.3	5.8	100	2.86*	0.037	A &B	0.12	0.949
2.5 - 3 (B)	21.8	5.6	106			A & C	0.02	0.995
1.5 - 1 (C)	21.5	5.4	76			A & D	1.48	0.219
<1 (D)	19.6	5.4	88			B & C	0.03	0.994
						B & D	2.45	0.063
						C & D	1.65	0.178

*: - Significant at 0.05 level								
Leaning Environment Simulation								
3.5 - 4 (A)	21.4	5.8	100	3.56*	0.015	A &B	0.85	0.470
2.5 - 3 (B)	20.2	5.0	106			A & C	0.96	0.411
1.5 - 1 (C)	22.8	5.4	76			A & D	0.13	0.939
<1 (D)	20.9	5.8	88			B & C	3.41*	0.018
						B & D	0.27	0.849
						C & D	1.68	0.171
*: - Significant at 0.05 level								

Self-efficacy and favorable environment have a significant impact on students' academic achievement. The calculated value of F is 2.86, which is significant at 0.05 level. It means that a significant difference exists between the groups based on their GPA. The students with high self-efficiency have high GPA and vice-versa.

The obtained F-values (A & B=0.85, A & C=0.96,A & D=0.13,B & D=0.27 and C & D=1.68) indicate that among these group no significant difference exist between them; however we observed a significant difference exists between group B & C (3.41) based on their GPA and environmental stimulation. Hence it was inferred that proper environment stimulation is important for academic achievement.

Table 5: Comparison of score regarding teaching & Learning Strategies, subject learning value, performance goal, curriculum / Achievement Goal based on GPA

Teaching & Learning Strategies						**Subject Learning Value**				
GPA	Mean	SD	N	F	p	Mean	SD	N	F	p
3.5 - 4	29.3	6.8	100	1.02	0.385	17.9	4.9	100	1.21	0.305
2.5 - 3	28.5	6.7	106			18.1	4.7	106		
1.5 - 1	29.3	7.2	76			18.3	4.9	76		
<1	30.3	7.6	88			19.2	5.6	88		

Performance Goal						**Curriculum / Achievement Goal**				
3.5 - 4	12.9	4.1	100	0.06	0.982	18.2	4.5	100	1.27	0.285
2.5 - 3	12.7	3.7	106			17.6	4.5	106		
1.5 - 1	12.8	3.6	76			18.3	5.5	76		
<1	12.7	4.0	88			19.0	5.5	88		

As shown in the above tables it was revealed that the study did not observe any significant difference in the academic achievement level of students who practiced and followed different learning and teaching strategies. Similarly, the study did not observe any significant impact on the academic achievement of students who followed any subject learning value or kept a performance goal or curriculum/achievement goal in their academic life.

Association based on the variable motivation Age, gender, subject, educational level and major

Table 6: Distribution of level of Motivation based on age, gender, subject, educational level and major

Students Motivation		Low		Moderate		High	
		Count	Percent	Count	Percent	Count	Percent
Gender	Male	38	20.0	113	59.5	39	20.5
	Female	43	23.9	96	53.3	41	22.8
Age Group	Below 20	36	25.7	75	53.6	29	20.7
	21 - 25	40	20.0	113	56.5	47	23.5
	above 25	5	16.7	21	70.0	4	13.3
Subject	Psychology	35	18.9	112	60.5	38	20.5
	Sociology	46	24.9	97	52.4	42	22.7
Education level	1st year	26	19.7	79	59.8	27	20.5
	2nd year	47	26.7	92	52.3	37	21.0
	3rd year	8	16.7	26	54.2	14	29.2

	Final year	0	0.0	12	85.7	2	14.3
Major	Engineering	42	20.4	118	57.3	46	22.3
	Aviation	9	25.0	22	61.1	5	13.9
	Arts & Science	9	17.3	34	65.4	9	17.3
	Business	20	28.6	31	44.3	19	27.1

Table-7: Association between the variable Motivation based on age, gender, subject, educational level and major

		Mean	SD	N	F / T	P
Gender	Male	121.3	24.6	190	0.29 *t	0.769
	Female	120.6	23.8	180		
Age Group	Below 20	118.4	23.5	140	1.54	0.215
	21 - 25	123.0	24.7	200		
	above 25	119.9	23.4	30		
Subject	Psychology	120.8	22.9	185	0.13	0.899
	Sociology	121.1	25.5	185		
Education level	1st year	121.0	21.6	132	1.39	0.245
	2nd year	119.1	25.0	176		
	3rd year	126.2	29.5	48		
	Final year	127.0	14.0	14		
Major	Engineering	122.6	23.6	206	0.76	0.516
	Aviation	117.6	26.7	36		
	Arts & Science	120.9	20.8	52		

	Business	118.5	27.2	70		

Sample demonstrated non-significant relations with each other. The study did not observe any significant difference for the variable motivation based on age, gender, year of study and major.

Association based on the variable academic achievement, age and gender

Table 8: Comparison of age and gender based on GPA

		3.5 - 4	2.5 - 3	1.5 - 1	<1	$\chi 2$	p
Gender	Male	56 (29.5)	60 (31.6)	46 (24.2)	28 (14.7)	18.04**	0.000
	Female	44 (24.4)	46 (25.6)	30 (16.7)	60 (33.3)		
**: - Significant at 0.01 level							
Age Group	Below 20	68 (48.6)	46 (32.9)	22 (15.7)	4 (2.9)	88.23**	0.000
	21 - 25	26 (13)	54 (27)	50 (25)	70 (35)		
	above 25	6 (20)	6 (20)	4 (13.3)	14 (46.7)		
**: - Significant at 0.01 level							

The above table 8 reveals an association between the variable academic achievement based on age and gender. The chi square statistics shows that the proportion of gender and age group is statistically significant at 0.01 levels. This shows that male students outperform female students in their studies and students in the age group of 20- 24 are better in their academics compared to students aged above 25. Hence we observed a significant difference in the academic achievement of students based on their age and gender.

V. Conclusion and Discussion

This section critically analyses factors that influence students' motivation in the context of United Arab Emirates (UAE). It presents a logical synthesis of the findings to formulate a deeper and profound understanding of the research problem under investigation. Moreover, it presents the underlying meaning of the data and their possible implications. Finally, it engages the readers, educators and policy makers in thinking critically about the notion of students' motivation in order to have better academic learning outcomes.

The study revealed significant association of students' motivation with their academic achievement. In the milieu of the UAE students', motivation is one of the most crucial factors in Higher Education as it is the key

transition phase from a spoon-fed school approach to a college one which make students take responsibility of their learning.

Educators in Higher Education often experience a great decline in students' academic performance due to lack of intrinsic motivation (when a student is motivated from within: intrinsically motivated students keenly engage themselves in learning out of oddity, interest, or enjoyment, or in order to achieve their own scholarly and personal goals (Dev, 1997) and extrinsic motivation (when a student engages in learning purely for attaining a reward or for avoiding some punishment (Dev, 1997).

Most motivation theorists support the finding of this study, as learned behavior will not occur unless students are energized and willing to learn and have the need, desire and obligation to participate in the learning process. Motivated students tend to have readiness to take on more challenges and greater risks, explore new initiatives, work with different groups of people and engage themselves in diverse learning experiences. This study did not focus on the impact of intrinsic and extrinsic motivation individually; neither did it compare the results of the two separately. Afzal, Ali, Khan and Hamid (2010) looked at the impact of both and concluded that students with intrinsic motivation are more enthusiastic, self-driven, challenging and feel pleasure in their studies and students with extrinsic motivation try to drag themselves with academic assignments, feel compelled to learn, and always put minimal efforts to achieve maximum appreciations. However, the results of this study show that a number of students had low academic results and low motivation as compared to when they had high motivation. Masits (2008) has reiterated this model by stating that student motivation is a prerequisite of academic performance.

The study also revealed that self-efficacy and an enabling environment have a significant impact on students' academic achievement. Self-efficacy entails students' beliefs about themselves. That gives them confidence and pleasure in doing the given task. (Bandura, 1991). In the Higher Education setting in the UAE, it is very cultural to have students' readiness to take risks and challenges before they are asked to get engaged in the learning processes. The outcomes of learning are much stronger where students' self-efficacy is high. Bandura (1991) strongly supports the notion of self-efficacy and its relationship with better academic results. The relationship of self-efficacy and academic achievement is considered reciprocal. Higher self-efficacy lead to higher academic achievement and vice versa.

The study discovered that in the environment of UAE age, gender, year of study and students' major do not influence motivation directly. Though the study had a great diversity in its sample, yet the data did not show the impact of range of sample on the level of motivation. A number of research contradicts with this finding and argue that people's ability to achieve higher scores and get motivated declines with age: Lumsden (1994) investigated how passion to learn seems to shrink as children grow. Learning sometimes becomes compulsion rather than pleasure, which is why universities have high drop-out rates. However, this study did not reveal any significant difference for the variable of motivation based on age, gender, year of study or major.

It was interesting to find in this study that the elements of teaching and learning strategies, learning value, performance and curriculum achievement goal had no direct positive co relations with the academic achievement. It stems from the value that students have multiple learning intelligence and they learn from various pedagogies used by the faculty. However, research commonly presents that persistent challenge faced by university teachers is related to matching the teaching strategies with the students' learning styles for effective learning. Based on

this dichotomy in the findings of this study and in relation with other research findings, this research leaves a pertinent question for further exploration: Are there any most appropriate teaching strategies to cater to the needs of the learners that might lead to improved student academic achievement and learning outcomes?

Since motivation, self-efficacy, environment play a significant role in determining students' academic success, it is essential for educators to know how to promote self-efficacy. Bandura (2008) explains very simply four sources of self-efficacy. First, he argues to let the person have a direct experience of mastery. He said that a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance. Experiential learning plays a pivotal role in higher education in the context of UAE. Providing student with the opportunities to learn through experiences is one of the significant pedagogy that educators and policy makers are investing in. Secondly, let the person observe their role models in order to develop similar attributes. Teachers and family play a pertinent role in demonstrating high level of motivation. UAE ministry of education is emphasizing a lot on teacher education and very recently on parent education. This will promote them to act profound level of motivation and self-efficacy. Thirdly, let the person experience positive emotions that will build their confidence. Positive emotions are also a result of positive and enabling classroom environment. Instructors play a very important role in creating positive classroom milieu. Finally, imaginable experiences, the art of visualizing yourself behaving effectively or successfully in a given situation is compulsory. Putting students in certain imaginary situations is one of the ways to provoke critical thinking and build self-efficacy. This is an added pedagogy in the repertoire of the faculty in higher educators.

The limitation of the study is it was conducted in the context of UAE. Hence the findings and implications are confined to this context only. The findings can be explored in other settings to make generalizations.

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