

Implications of Working While Studying on Work Commitment and Academic Achievement Among Special Education Teachers

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Abstract

Working while learning has become a trend for certain people in the age of globalization. The purpose of this study was to see how working while studying affects work commitment and academic accomplishment among special education teachers. This research employs a quantitative method in the form of a questionnaire. A total of 40 Special Education teachers who are currently enrolled in a Malaysian public institution were chosen at random. The Google Forms tool is used to distribute questionnaire forms. The responders are communicated with using the WhatsApp and Telegram applications. Statistical Package for Social Science (SPSS) version 26 was used to examine the study's findings. According to the study's findings, most teachers have a moderate level of work commitment, as well as a moderate level of academic achievement. Having two commitments at the same time leads the ability of the individual to manage time wisely. The findings of the study can help school leaders comprehend the challenges that instructors face. Furthermore, time is crucial in producing high-quality work and achieving academic success.

Keywords: Working While Learning, Special Education Teacher, Commitment, Academic Achievement, Time

Introduction

Working while studying is not a novel concept in today's world of globalization. In today's world, doing two or more activities at once is commonplace. Each is competing to improve the lives of the impoverished or the wealthy. As a result, many people fall asleep while following their dreams, oblivious to their mental health or self-stress. Every person experiences stress, whether it is mild or severe. It is determined by the surrounding environment, workload, and other factors. If left unchecked, high amounts of stress can be harmful.

While the world is experiencing inflation due to the Covid-19 pandemic outbreak, many people has lost job and become unemployment. A study from Japan by Tsurugano et al (2021) stated that since March 2020, the number of working students recorded in the Labor Force Survey has decreased dramatically, falling by 780,000 (46%) in April 2020. Based on the

survey stated that, nearly 40% of university students are worried about their living condition. Thus, many people tend to do multiple jobs at one time for the sake of survival. As a student who is studying, working part-time has become a common thing. One of the reasons that encourage students to work while studying is because the scholarships received or loans from the National Higher Education Fund Corporation (PTPTN) are not enough to finance tuition fees and subsistence expenses while studying (Anon, 2018).

In this regard, most teachers today take proactive steps in advancing themselves by continuing their studies in a higher direction. Master's and Doctor of Philosophy degrees are the level of education pursued by individuals who want to deepen their knowledge in depth. Commitment to work and study must be balanced in order to get the good results. According to Ministry of Education Malaysia (MOE), has been implemented the scholarship programs and education funding by MOE for educators. This program aims to develop the competencies of educators to meet the strategic needs of national education in order to elevate the teaching profession in line with the Malaysian Education Development Plan (PPPM) 2013 - 2025.

Purpose of the Study

This study was conducted to identify the implications of working while learning on work commitment and academic achievement among special education teachers.

Research Objectives

There are two objectives in this study namely;

1. To identify the implications of working while learning on work commitment among special education teachers.
2. To identify the implications of working while learning on academic achievement among special education teachers

Literature Review

Working while learning is tiring at first but will pay off in the end. Doing two things at a time is something that is not easy. Various thorns encountered, lack of finances, health problems and so on can be a catalytic factor to individuals who want to succeed. According to a study conducted by Kamisan et al (2015) found that the impact of working while learning on time management, self and social life patterns are still at a moderate level.

Commitment

A study from Baba et al (2018) stated that students who are involved in part-time work do not affect academic achievement and can still get excellent achievement. In general, if we do a job well, diligently and dedicated, then the result or quality of our work will be at a good and excellent level. Nordin & Hassan (2019) state that the productivity of an organization depends on the quality of work performance. Teachers' stress can have an impact on the quality of their teaching and learning. It's likely that the information given to the students was not delivered perfectly.

Hizan et al (2020) found that only two-time management factors, namely time management mechanics and organizational priorities have shown a significant relationship to teacher work stress. Saani et al (2014) stated that a positive school organizational culture can increase teachers' commitment to the teaching profession. Ahmad & Noraida (2015) stated

that teachers who are studying experience problems due to difficulties in performing work and study tasks. Intrinsic motivation becomes a catalyst for enthusiasm to pursue studies.

Academic Achievement

Perfect self-management takes care of health as well as appearance gives a positive impact in daily life. Therefore, teachers who work while studying need to take good care of themselves so as not to feel stressed. The study of Baharom et al (2021) stated that there are positive and negative effects in working while studying. The positive effect, students can increase income, while the negative effect is that students experience emotional stress such as lack of sleep and fatigue so it is difficult to manage time. According to Ismail et al. (2020), students' academic performance is unaffected by part-time work, but they must manage their time wisely.

As a result, students must learn to manage their time in order to effectively complete tasks. Time is priceless and valuable. Time must be carefully managed because a single instant of lost time can have long-term consequences. Amsyar and Suhaila (2019) stated that part-time work has a negative impact on students' academic performance. A key driver of academic success reduction is a failure to manage time effectively. According Ahmid et al. (2020) a high level of time management has little impact on students' academic performance.

A study by Baba et al (2018) found that students who do part-time work while studying are able to obtain excellent results. Di Paolo et al (2016) studied the effects of work on students. The study examined the academic performance and labor market performance of graduates at the time. The empirical analysis is based on data from the situation of three consecutive graduates from the state of Catalonia, Spain. At the end of the study it was found that learning while working increased as students entered the degree level and had little negative impact on their overall grade point performance.

Krokfors et al (2016) noted that there is an increase in the average age of teachers working while studying in Finland. Most of the teachers have teaching experience before continuing their studies to a higher level. A multi-mode approach is used in encouraging teachers to advance themselves. Jewell (2014) states the effects of work on learning and the labor market. This study also examined the effect of work while studying on academic achievement. The study also examines whether this is offset by wage gains inherent through transferable skills and practical experience.

Celep's Commitment Theory (2000)

This study uses Cavet Celep's Theory of Organizational Commitment (2000) for the independent variable that is work commitment. According to Celep (2000), in general, teachers interact with each other in the workplace, communication between teachers and students, the quality of procedures, and the level of teachers' understanding of their profession affect the level of organizational commitment of teachers. Theory is measured using the level of organizational commitment of teachers using four dimensions. The dimensions are;

1. Commitment to the School: Teachers' belief and acceptance of the goals and values of the school, teachers' efforts to achieve those goals and values, and a strong desire to remain a member in the school.
2. Commitment to the Teaching Profession: Teachers' attitudes towards their work
3. Commitment to Teaching Tasks: The physical and psychological level of teachers in daily life

4. Commitment to Teamwork: employee loyalty and collaboration with group effort in the workplace.

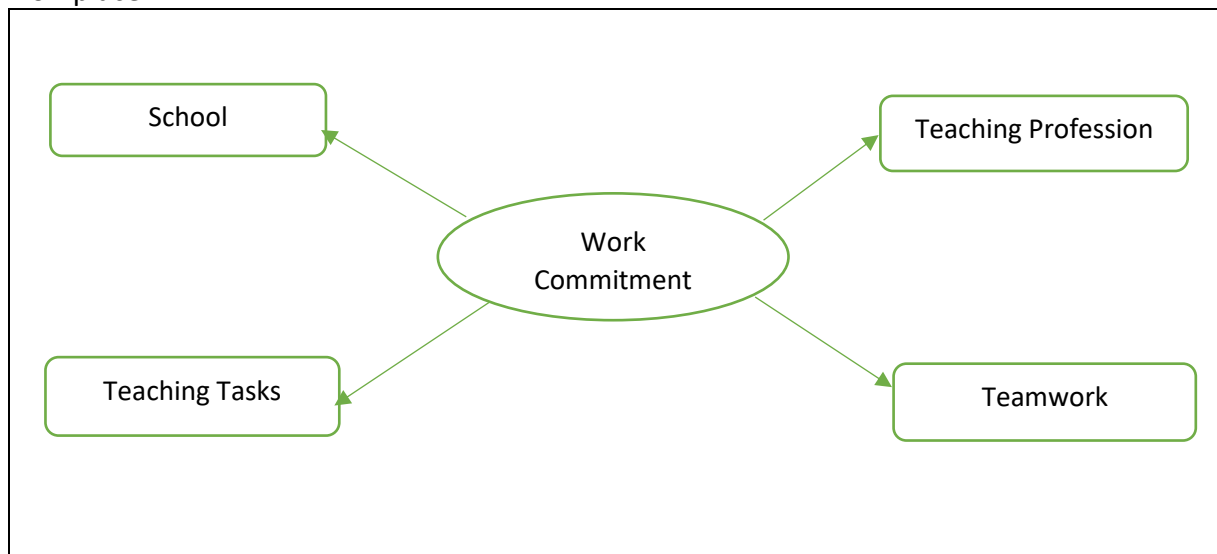


Figure 2.1 Celep's Organizational Commitment Model (2000)

Celep's theory explains that low levels of commitment among teachers create dilemmas that affect school effectiveness and cause teachers to be less successful in their professional performance or leave the profession. Celep (2000) also stated that teachers who have a low level of commitment in the organization can cause difficulties and cause deviations in fulfilling the teaching career.

Social Cognitive Theory

The Social Cognitive Theory pioneered by Bandura (1986) states that each individual has a role to perform something based on the interaction between three factors namely behavior, environment and self. The three factors, namely behavior, environment and self-have a relationship in shaping active and orderly learning. In the context of academic achievement, self-regulatory learning became an important factor in this study. According to Zimmerman et al (1992) stated to produce systematic and controlled learning strategies if students have the skills and abilities as well as strong interaction with the environment through behaviors and goals set by students.

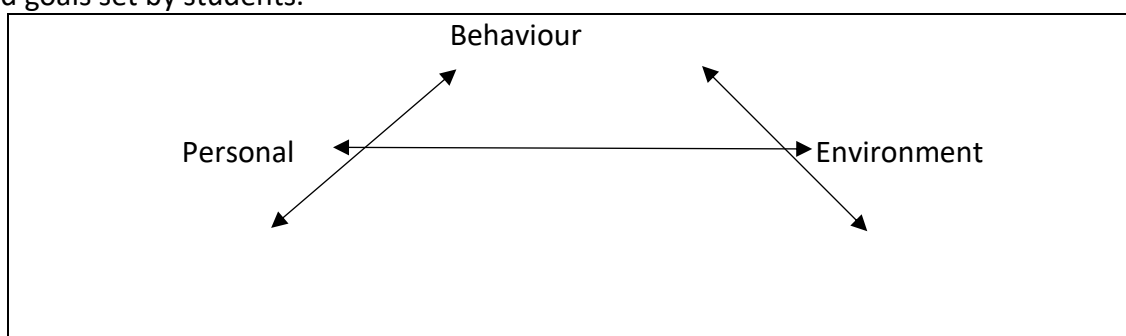


Figure 2.2 Bandura's (1986) Social Cognitive Theory

In this study focuses on self where as a student should practice the learning of self-regulation. According to Zimmerman (2002) there are three phases in self-regulatory learning, the first phase is the Forethought Phase, the second phase is the Performance Phase and the third phase is the Self-Reflection Phase.

The Thinking Phase is the phase that determines goals, organizes learning strategies and plans so that goals can be achieved. The Implementation Phase is the phase that monitors and controls itself to be on the right track in line with the strategy that has been planned. Meanwhile, the Self -Reflection Phase is the phase that makes an assessment of oneself.

Research Methodology

Research Design

A research design is a strategy for carrying out a research project. It serves as a guide for the researcher in deciding the study's direction, including how to get data, collect data, and analyze data. This research employs a quantitative method in the form of a questionnaire. The Google Forms tool is used to distribute questionnaire forms. This is because it corresponds to the current Covid-19 pandemic condition. The goal of the study was to determine the effects of working while studying on work commitment and academic achievement among special education teachers. This study adopted Celep's (2000) Theory of Commitment and Social Cognitive Theory, as well as Zimmerman's (2002) Self-Regulatory Learning, for the questionnaire items.

Population and sampling

The population in this study is special education teachers who work while studying in a Malaysian public institution of higher learning. For the sampling in this study, a total of 40 teachers were selected as respondents in this study. The Google Forms tool was used to distribute questionnaires. The statistical software Statistical Package for Social Science (SPSS) version 26 will be used to examine the study's findings. A total of 40 Special Education instructors studying at a Malaysian public institution were given questionnaires as part of the study sample. The distribution of this questionnaire was randomly distributed. The questionnaire should be tested using a reliability test on thirty respondents before the form can be distributed to other respondents. The data obtained are more significant and detailed because they have been distributed to a large sample.

Research Instruments

The questionnaire is an instrument used to identify the implications of working while learning on work commitment and academic achievement among Special Education teachers. The questionnaire used has 3 parts, namely parts A, B, and C.

Table 1

Division of questions in the questionnaire

Part	Item
A	Respondent's background (Demographics)
B	Work Commitment
C	Academic Achievement

Findings

Findings of Part A: Demographics of Respondents

The following are the findings obtained in section A on the demographics of 40 Special Education teachers who work while studying at a public university in Malaysia.

Table 4.1

Demographics of respondents

Item	Category	Frequency	Percentage (%)
Gender	Male	6	15.0
	Female	34	85.0
Age	20 – 29 years old	9	22.5
	30 – 39 years old	10	25.0
	40 – 49 years old	19	47.5
	50 – 59 years old	2	5.0
Race	Malay / Bumiputera	32	80.0
	Chinese	3	7.5
	Indian	2	5.0
	Others	3	7.5
Period of Service	1 year	1	2.5
	2 – 4 years	6	15.0
	5 – 9 years	7	17.5
	10 – 15 years	19	47.5
	15 years and above	7	17.5
PNGK	2.00 – 2.66	1	2.5
	2.67 – 2.99	3	7.5
	3.00 – 3.33	11	27.5
	3.34 – 3.67	16	40.0
	3.68 – 3.99	9	22.5
Type of school	Primary School	30	75.0
	Secondary School	9	22.5
	Private School	1	2.5

Table 4.1 shows the number of respondents by gender. Of the 40 respondents, only 6 respondents were male (15%) and 34 respondents were female (85%). Most of the respondents were between 40 to 49 years old, which is 19 respondents (47.5%). While the respondents aged between 20 to 29 years' old that is a total of 9 respondents (22.5%). Next, a total of 10 respondents (25%) for those aged between 30 to 39 years. There were only 2 respondents (5.0%) aged between 50 to 59 years. A total of 32 respondents (80.0%) are Malay / Bumiputera. A total of 3 respondents (7.5%) were Chinese, 2 respondents (5.0%) were Indian. While a total of 3 respondents (7.5%) of Other race. A total of 19 respondents (47.5%) have a service period of 10 - 15 years, 7 respondents (17.5%) have a service period of 5 - 9 years. A total of 7 respondents (17.5 %) had a period of service. While a total of 6 respondents (15.0%) have a service period of 2 - 4 years. Only one respondent (2.5%) had a service period of 1 year. A total of 16 respondents (40.0%) had a CGPA between 3.34 - 3.67, 11 respondents (27.5%) had a CGPA between 3.00 - 3.33. While a total of 9 respondents (22.5%) have a CGPA between 3.68 - 3.99. There are 3 respondents (7.5%) have a CGPA between 2.67 - 2.99 and only one respondent (2.5%) has a CGPA between 2.00 - 2.66). A total of 30 respondents (75.0%) teach in national schools. While a total of 9 respondents (22.5%) teach in secondary schools and only one respondent (2.5%) teach in private schools.

Findings of Work Commitment Construct

		Percentage Frequency					Mean score	Std. Deviation
No.	Item	SD	DNA	NS	A	SS		
1.	I enjoy working at my school even though I could work at another school	0	1	5	30	4	3.90	0.662
		0	2.5%	12.5%	65.0%	10.0%		
2.	I am not interested in teaching because I am busy studying	24	13	3	0	0	1.47	0.629
		60%	32.5%	7.5%	0	0		
3.	I don't like attending briefings or meetings	8	17	6	8	1	2.20	1.064
		20.0%	42.5%	15%	20%	2.5%		
4.	I don't want to get involved in activities outside of school hours	11	12	8	6	3	2.27	1.143
		27.5%	30.0%	20.0%	15.0%	7.5%		
5.	I am lazy to make RPH	21	11	4	4	0	1.70	0.837
		52.5%	27.5%	10.0%	10.0%	0		
6.	I prioritize learning over teaching	13	14	7	5	1	2.17	1.085
		32.5%	35%	17.5%	12.5%	2.5%		
7.	I just surf the internet for information	12	9	5	8	6	2.37	1.351
		30.0%	22.5%	12.5%	20.0%	15.0%		
8.	A teacher's career has a high salary in line with the necessities of life	1	5	6	19	9	4.17	0.648
		2.5%	12.5%	17.5%	45%	22.5%		
9.	The teaching profession nowadays is more challenging due to the development of technology	0	0	0	30	10	4.83	0.379
		0	0	0	75%	25%		
10.	I am easily sensitive to trivial things like anger/hot temper	8	15	5	10	2	2.37	1.066
		20.0%	37.5%	12.5%	25%	5.0%		
11.	I am often alone	12	17	4	6	1	1.93	0.868
		30.0%	42.5%	10.0%	15.0%	2.5%		
12.	I have less social interaction with group/workmates	13	18	4	3	2	1.80	0.761
		32.5%	45%	10.0%	7.5%	5.0%		

Based on table 4.2 above, shows the analysis of variables for work commitment. Most question items had moderate mean score interpretations. There are three mean score that has a high interpretation which are the question item, I enjoy working at my school even

though I could work at another school, mean = 3.90. A teacher's career has a high salary in line with the necessities of life, mean = 4.17 and The teaching profession nowadays is more challenging due to the development of technology, mean = 4.83. Here it can be concluded that most teachers have enjoy working in their school rather than transfer to other school. Besides, a high salary is one of the factor that teaching profession become trendy nowadays. Then, teaching profession become more challenging compare to early years. While most mean scores are moderate. And some question items have low mean score levels. The results of this analysis show that the implications of working while learning on work commitment are at a modest stage. Probably due to irregular self -management causing teachers/ respondents to give work commitment at a moderate level.

Analysis of Academic Achievement Constructs

No.	Item	Percentage Frequency					Mean score	Std. Deviation
		SD	DNA	NS	A	SS		
1.	I am often late in submitting assignments	13	18	6	2	1	1.77	0.679
		32.5%	45.0%	15.0%	5.0%	2.5%		
2.	I often postpone assignments	14	18	6	2	0	1.87	0.819
		35.0%	45.0%	15.0%	5.0%	0		
3.	I like to surf social media like Facebook, Instagram, Tik Tok instead of completing assignments	10	18	8	4	0	2.17	0.913
		25.0%	45.0%	20.0%	10.0%	0		
4.	If I have time, I will surf the internet for information	2	1	5	22	10	4.13	0.776
		5.0%	2.5%	12.5%	55.0%	25%		
5.	I love relaxing or hanging out with friends at restaurants or entertainment place	17	15	2	5	1	2.17	1.177
		42.5%	37.5%	5.0%	12.5%	2.5%		
6.	I was not enthusiastic about performing the assigned tasks	7	19	9	5	0	2.10	0.803
		17.5%	47.5%	22.5%	12.5%	0		
7.	My academic achievement declined every semester	2	17	13	8	0	2.67	0.884
		5.0%	42.5%	32.5%	20.0%	0		
8.	Conducive learning constraints caused me to lose focus	1	2	17	18	2	3.47	0.819
		2.5%	5.0%	42.5%	45.0%	5.0%		

Based on table 4.3 above, shows the analysis of variables for academic achievement. Most question items had moderate mean score interpretations. While there are two questions item that have high interpretation. For the interpretation of a high mean score which are the question item If there is free time, I will surf the internet for information, mean = 4.13 and Conducive learning constraints caused me to lose focus, mean = 3.47. Here it can be concluded that most teachers value time and do something beneficial activities such as

surfing the internet to get information. Besides, learning via online has disadvantages compare to face to face learning. Some people more focus to study by direct learning face to face. While most mean scores are moderate. And some question items have low mean score levels. The results of this analysis show that the implications of working while learning on academic achievement are at a moderate level. Probably due to external and internal pressures causing teachers/ respondents to provide academic achievement at a moderate level. Working while studying by busy chasing the dateline of assignments can cause academic achievement to decline. Loss of focus is also a cause of declining academic achievement.

Contributions / Implications of the Study

Referring to the contribution to the knowledge of the field of Special Education in particular, this study is able to introduce a way or method of self -discipline on the time and resources of the study can contribute to the field of Education research in Malaysia, especially in the field of Special Education. Study by (Hester, 2012; Klauer & Phye, 2008; Schunk, 2008) stated the learning effects self -regulation show a positive size effect on student academic achievement.

Next, this study is able to identify the important elements that are the yardstick of change performance of a teacher or organization which is the most important factor. The more committed a teacher is to his duties or responsibilities the more opportunities a teacher has to explore but those opportunities must be accompanied by a wise time management.

Finally, this study's development method, which includes several phases of study such as analysis, design and development, and assessment, is a contribution to the field of educational research. This is linked in Saiful Hizan et al. (2020) research. This research can characterize time commitment and academic accomplishment, and it is hoped that it will serve as a guideline and policy for future research.

The need of more flexible and quality time management is emphasized in this study because more flexible time management can contribute to a quality life, as well as a joyful, happy, and healthy mental state. Time discipline that is more ordered, non-rigid, and situational is strongly promoted.

Conclusion

Based on this study, it is found that both variables, namely work commitment and academic achievement are at a moderate level. Teachers can still give a commitment to teach while continuing the lessons at the same time. In addition, teachers can get a good Cumulative Grade Point Average (CGPA) if they manage their time well. Having two things at the same time is very burdensome if you are not good at managing time. In this study, time is the main pulse in providing good quality work and good academic achievement. Managing time involves the use of tools and methods or techniques to plan and schedule time appropriately and accurately. Such tools and techniques are intended to increase the effectiveness uses of time. Time management is very important to help teachers manage time wisely and responsibly. In addition, there are some teachers who find that learning constraints conducive to loss of focus. This can be attributed to the pandemic of Covid-19 which caused all learning to be done online through the Google Meet application, Google Classroom and so on. Learning face to face and being in the classroom can increase the enthusiasm for learning and at the same time increase the Cumulative Grade Point Average (CGPA). Besides, focus is one of the important tool in study. For a good online learning experience, student must provide a comfortable and conducive learning space. This can create a harmonic, calmer and more

comfortable to study. In addition, every human being have the own goals in life which can be of different scales, and thus their implementation can take years, months and perhaps a few more days. Everyone has their own life plans and goals, so don't compare yourself to others and stick to your own goals.

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