

Role of Motivational Speech in Influencing Learning Attitude of Pakistani Students

Dr. Zahid Iqbal Khan, Dr. Aatif Iftikhar, Dr. Gohar Ali

Abstract

There is strong effect of training and education on human attitude. At current times, motivational speakers are playing vital role in influencing the attitude of people from various groups, like professionals, employees, students and educationists. This study is aimed to evaluate the impact of motivational speakers on the attitude of students in developing countries like Pakistan. This paper aims to investigate the psychology of attitude and thinking with respect to motivational speakers but the study is limited to secondary data set only which is based on the academic and non-academic researches conducted by researchers in Pakistan and other developed countries. So the systematic literature review would enable to find the answer of research question; how motivational speakers influence the attitude of students towards their academic performance. For this purpose, findings of SLR of study stated positive impact of motivational speakers on influencing the learning attitude and for this purpose, teachers are required to assess the learning preferences of their students, most importantly of those students who they found shy or less participatory.

Key Words: Motivational speech, SLR, Anonymous Learning, Attitude, Psychology

Introduction

There are various things affecting attitude of students including their past academic experiences and social interactions. The formation factors for attitude are exposed to cognition of human through the come across discourses in daily interactions. There is strong effect of training and education on attitude of human. At current times, motivational speakers are playing vital role in influencing the attitude of people from various groups, like professionals, employees, students and educationists (Akhtar, 2007). The influence of motivational speaker on the attitude of student is positive because studies have found that an individual's attitude changes as it is not static (Cherry, 2019). Further, in terms of understanding the role of motivational speaker to alter the attitude of students Pinsker, (2001) stated that it is easier to identify a motivational speaker than defining a 'motivational speech'. It would be valuable in seeing the motivational speaking phenomenon in a wider perspective like wisdom dispensed to address whether to the soul or the wallet in order to encourage an individual to change his life.

This study is not just about the relevance of motivational discourse analysis but it is also related to the psychology and cognition of students which is affected through motivational speeches. Human need motivation to enhance their cognitive performance not only at education level but at all aspects of their lives, especially at current times most of the students try to change their lives through self-education and for this purpose, the environment of autonomous learning brings self-motivation. In recent times, educational institutes have started building this autonomous learning environment through motivational speeches of motivational speakers in order to enable their students to become self-motivated and self-regulated to change their attitude and behaviour towards their academic performances (Sherwani, 2020). Hughes and Zaki, (2015) stated that brain processed motivated behaviour to influence the cognition which shapes thinking of an individual. In terms of

influence of a motivational speaker, Dale Carnegie (1948), one of the famous motivational speakers said that choice of thought is the major problem which needs to be addressed, and if a motivational speaker does that then other problems can be solved by the person through autonomous learning (Sherwani, 2020).

Thus, underlying study is aimed to evaluate the impact of motivational speakers/speech on the attitude of students in under-developed or developing countries like Pakistan towards their academic performance. This paper aims to investigate the psychology of attitude and thinking with respect of motivational speakers but the study is limited to secondary data set only which is based on the academic and non-academic researches conducted by researchers in Pakistan and other developing countries.

Research Objectives

- To analyze motivational speaker's influence on the learning attitude of Pakistani student in terms of creating autonomous learning environment
- To explore the learning attitude of Pakistani students and how it can be alter using motivational aspects i.e. motivational speech/teaching

Research Question

So the systematic literature review would enable to find the answer of research question;

- How motivational speakers influence the attitude of students towards their academic performance?

In order to specify the findings to the Pakistani students' context, most of the studies on the learning attitude of students in Pakistan and other developing countries are selected. Chosen studies are mainly based on intentions, goals, beliefs and behaviours which are central concepts of positive thinking and attitude psychology. Behaviour is stated as an explicit act of individuals based on their attitude, while, attitude is elaborated as predictors of behaviour and beliefs are called to be subjective evaluation of people's

concepts on things and objects, abstract and concrete (Connors & Halligan, 2015). So it can be said that attitude is formed at early stages of life like the time at academic institutes but the attitude developed at early stage of life are not static but they change through exposure which leads to change in beliefs, intentions, goals and behaviours.

Literature Review

The term of motivational speaker is defined by Hyken, (2019) in a series of brief definitions; professional speaker, industry speaker, subject matter expert, inspirational speaker and motivational speaker. The author said that a person is paid for a public speech is a professional speaker, and a person who may or may not get paid for his/her speech in front of peers or individuals of same industry is called industry speaker, a person who is brought in to share information related to a subject is the subject matter expert and an inspirational speaker is the one who speaks to influence the emotions by inspiring others through an emotional topic. And a person who has all these speech abilities is called a motivational speaker (Hyken, 2019). Further, Haddad, et al., (2015) stated that a motivational speaker has aim to change the emotions and attitude of people through cognition process in order to guide them in making personal or professional changes in their lives. It is the nature of human that they focus on their problems and they listen a motivational speaker for help and he/she provides enables them to focus on opportunities (Pinsker, 2001). In order to understand the process of influence on the learning attitude of students in Pakistan through the literature review, various factors are chosen like motivation, learning experience, and motivational speakers' influence on learning attitude of students and setting their performance goals.

Theoretical Underpinning: Cognitive Behavioural Therapy (CBT)

Motivation and its impact on attitude are studied using psychological approach which is used to study motivation, cognition and behaviour is called cognition behavioural therapy (CBT)(Holtforth & Castonguay, 2005). According to this approach there is continuous interaction of how a person thinks (cognition), how he/she feels (emotion) and how he/she acts (behaviour) it is because the thoughts of human shape their actions and feelings. Distress is result of negative thoughts and similarly, positive thoughts can lead to satisfaction and happiness (Westra, 2011). Focus of underlying study is on the role of motivational speaker/speech on the learning attitude of students, thus relating the psychology of human behaviour and cognition would provide with precise outcomes that how the motivational speech impacts the attitude of students. This theoretical underpinning of CBT would provide a lense to find the answer of research question from the past studies review. Throughout the literature of motivation cognitive analysis has been incorporated by past researchers to critical discourse analysis and to find the relationship of motivation on attitude (Sherwani, 2020).

Motivation and Learning Attitude

There are various factors motivating actions of an individual, ‘the reason of certain thoughts and behaviours of people’ (Islam, 2019). Studies have found indirect connect of learning motivation with success of learning but initially there is need to understand the motivation term and it is defined as the wish to act in order to achieve a goal which is considered an integral element in attaining and setting objectives. Thus, it is among the major drivers of human behaviour (Hyken, 2019). In order to understand the concept of motivation, Khalid, (2016) stated that motivation is to direct the goal-oriented behaviour and in context of underlying study, the goal of students is to enhance their academic

performance. So it can be said as learning goal which is described as mastery goals, task involvement or intrinsic goals orientation with an intention to develop skills of learning with an aim to develop deeper understanding or to learn more (Akhtar, 2007). In terms of goals of learning refer to students' attitude towards challenges, interest in work and feeling of success when they achieve their learning goal or learn something new. So here is the need learning attitude which is linked with the beliefs, goals and behaviours and Connors and Halligan, (2015) stated that attitude is formed at early stages of life like the time at academic institutes but the attitude developed at early stage of life are not static but they change through exposure which leads to change in beliefs, intentions, goals and behaviours. So the purpose of listening to a motivational speaker is to achieve the performance goals which referred as extrinsic goal orientation that involves ability demonstration or hiding lacking ability by emphasizing to get good grades and specifying that getting good grades than fellow students (Akhtar, 2007). Same author stated that learning and performance goals cannot be said mutually exclusive because a student with a goal of high academic performance is likely to have learning goals as well.

Learning Experience

Learning experience is defined as the experience and belief of learner about the situation and context of learning (Islam, 2019). As a motivation theory construct, there are various aspects to consider for immediate learning context of students and their reactions and attitude towards it (Noreen, Ahmed, &Esmail, 2015). Dornyei, (2009) related the attitude of learning towards immediate experience and environment of learning and the author further associated the learning experience element with the causal motivation notion that implies that the motivation of students may change based on their satisfaction level with conditions of learning. Additionally, Dörnyei and Ushioda, (2013) stated that the learning experience can involve the teacher/trainers' impact, the

coursework/topic, group of peers or the success experience. Therefore, it is proposed by past researchers that a positive experience of learning also has a positive impact on motivation of learning behaviour (Akhtar, 2007). Moreover, the factor of learning experience has emerged as an integral element contributing to the learning attitude in result of a training process which can be relate to the motivational speaker and in context of Pakistan, Islam, Lamb, and Chambers, (2013) found that appraisal of participant by the trainer or speakers make the learning experience positive for the learner. For context like Pakistan where most of the time student mark learning conditions unsatisfactory because of traditional pedagogic styles and lack of facilities, appraisal and motivating speech positively influence the learning experience which leads positive learning attitude of Pakistani students (Islam, 2009).

Motivational Speakers and Students' Attitude

Most students do not like to come to school even it is said that they dread the thought of going to school every morning (Astalini, et al., 2019). This unenthusiastic attitude among students of developing countries is because of the traditional pedagogic styles and lack of facilities. Therefore, the need for motivational speakers to boost the enthusiasm of students for encouraging them to come to educational institute through building learning attitude (Haddad, et al., 2015). Moreover, catering the issue of students' enthusiasm is important as it can affect other students' attitude towards academic learning. This is why motivational teaching style or motivational speakers are recommended for high schools and higher education institutes in order to help their students making feel more positive and bringing the autonomous learning environment (Sherwani, 2020). It is obvious that enthusiastic students have positive learning attitude that is reflected through their participation in the classroom and their overall academic performance (RSN, 2019). Additionally, in terms of making them independent to cater their problems on their own or setting

performance goals motivational speaker provides them with the learning experience to make them self-regulated and self-motivated to achieve their academic learning goals (Sherwani, 2020). Moreover, it is found that student who are confident and enthusiastic to participate in class are more likely to settle in the class and participate in discussions as the motivational speech encourages them to develop decision making skill (Haddad, et al., 2015).

Moreover, Astalini, et al., (2019) stated that in case teachers or educationists at academic institutes are unable to reach the challenges students are facing or know the approach which can help them catering these challenges, a motivational or external speakers enable them to make their choices in a logical and constructive manner. To achieve this goal of learning attitude among student and creating autonomous learning environment, a motivational speaker considers the motivational aspects required based on the academic level, gender, and institute of the students (Percy, et al., 2019).

Performance Goals and Learning Attitude

Past studies focused on performance and learning goals of students are mostly been carried out through inventories by asking student to comment on their academic goals for a specific course of subject instead of stating an open-ended comment about overall learning attitude (Akhtar, 2007). It raises the concerns that whether these studies have provided with all aspects of motivation like if students were given the opportunity to express their academic learning goals in an open-ended comment (Islam, 2019). Another aspect extracted from the literature of learning behaviour of students and in this context learning is required to be considered as observable change in reaction of a person in result of an equally observable situation of stimulus (Connors & Halligan, 2015). The reactive change is traditionally considered permanent as it has been learned but in educational setting, reaction of students is expected to test

through event i.e. essays, examinations etc. to see change in result of learning experience (Akhtar, 2007). Thus, motivational speakers view learning from the aspect of attitude and behaviour at one time or another. Therefore, many past researchers of learning attitude of students have focused on the cognitive view of learning attitude and cognitive psychologists have treated cognitive behaviour and attitude similar to the manners behaviour is treated by behavioural scientists (Dar, Shams, & Rahimi, 2010).

In this aspect, theory of learning styles states that using same method to change attitude and behaviour is not effective as different ways work for different people (Abdallah, 2016). Therefore, need for training or a lecture of a guest speaker that can be a motivational speakers would provide students attitude and behavioural skills which are required to improve their academic performance. Much literature is available on learning styles as 'Kolb Learning Cycle' which can be used by a motivational speaker in order to share their academic experience, observation and reflecting on past experience to derive the key learning (Akella, 2010). Further, Akhtar, (2007) also stated the effectiveness of Kolb' Learning Cycle in managing teaching and learning environment in order to positively influence the learning attitude of students in specific to the context of Pakistan.

Research Methodology

This study is based on deductive approach (Manning & Stage, 2015) as underlying paper is aimed to evaluate the role of motivational speakers in learning attitude of Pakistani students. The deductive approach is chosen because it is a systematic literature review so this approach would facilitate in finding gaps in the reviewed literature and in result would enable research to broader theory and generalize the extracted findings from the literature of existing theory (Goel, Ganesh, & Kaur, 2019). The research strategy opted for study is qualitative and secondary in nature as the systematic literature review is conducted to find the

answer of research questions. For deductive approach, positivism research philosophy is employed in order to collect secondary and qualitative data set (Bryman, 2017). Two fundamental reasons are behind qualitative research strategy, first is to explain the phenomenon of motivational speech and learning attitude in context of Pakistani students. Secondly, the aim of study is to discuss the relationship between motivational speaker and learning attitude that is identified by past researchers.

Data Collection and Screening of Sources

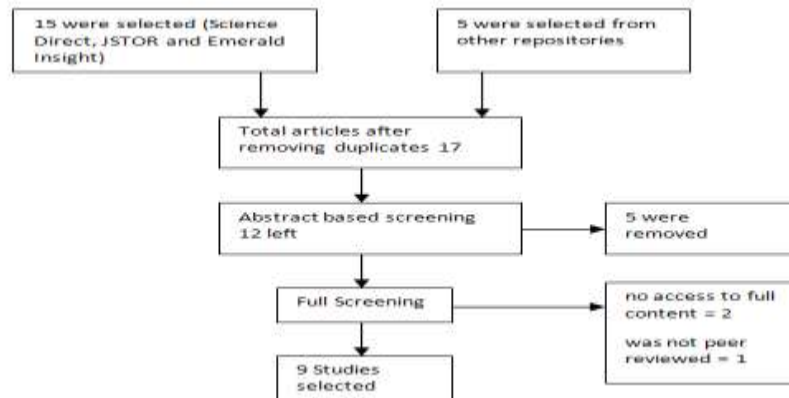
Secondary information was required for the study and for literature review, research collected set of published academic content in order to answer the research question of the study. Corti, (2018) stated various benefits of collecting secondary data set for a deductive study as it helps in exploring the answer of research from past studies. To collect literature relevant to chosen topic, articles published in journals were retrieved from online research repositories. To ensure the relevance and quality of collected journal articles, researcher has set inclusion and exclusion criteria like the articles are selected based on the publishing time period as journal articles published from 2000-2021 are included. Further, more than 50% of final selected articles are based on researches conducted in the context of Pakistan and developing countries in order to ensure the validity and reliability of extracted findings from the literature review. Most of the articles are retrieved from famous and authentic online research repositories like Taylor and Francis Online, Emerald Insight, Science Direct and Research Gate. In result of initial screening, 17 articles were chosen, and on bases of abstract reading 5 articles were removed from the list. After third stage of screening, reading complete articles and accessing full content, 9 articles were finalized.

Data Analysis Technique

The underlying study is secondary in nature as it is a systematic literature review paper and for reviewing literature the Preferred Reporting Items for Systematic Literature Reviews and Meta-Analysis (PRISMA) (Rethlefsen, et al., 2021). There are six steps adopted for literature review including; differentiating inquiries of researchers, characterizing relevance and consideration of research, exploring systematic literature review direction, table formulation to organize selected journal articles and put article details i.e. authors' name, year, research method, topic, objective and findings of study (Mikalef et al., 2018).

Analysis and Findings

PRISMA technique is opted for systematic literature review (SLR) and for this purpose six step method is adopted to extract the most relevant literature from the available list of journal publications. Following flow diagram of PRISMA shows that how the articles are selected for SLR;



Above flow diagram shows the scrutinizing and selection process of articles; after collection of articles, inclusion and exclusion criteria was set to aid relevant literature collection from online

repositories. Following table shows the inclusion and exclusion criteria to include article for SLR;

Inclusion	Exclusion
Articles published during 2000-2021	Articles published before 2000
Articles published in context of Pakistan	Publications other than academic journal articles
Articles published in context of developing countries	Articles published other than attitude and behavioural topics
Articles on topic of motivational speaker/speech	Articles published on topic other than motivational factors for students' learning attitude
Articles on topic of learning attitude	Articles other than motivational speech/speaker and students' attitude and behaviour

Following table presents the information about selected articles in terms of names of authors, publishing years, and relevance of research objective, methodology, data collection, analysis and findings along with overall ratings, and this is used to ensure the quality of chosen articles in terms of good, fair and poor

No	Author name & Year	Relevance of research objectives	Relevance of research method	Relevance of data collection and analysis	Presentation of findings	Overall rating
1	Abdallah, (2016)	Good	Fair	Fair	Good	Good
2	Akhtar, (2007)	Good	Fair	Fair	Good	Good
3	Astalini, et al., (2019)	Good	Fair	Fair	Fair	Good
4	Haddad, et al., (2015)	Good	Fair	Fair	Good	Fair
5	Islam, (2019)	Good	Good	Good	Fair	Fair
6	Islam, (2013)	Good	Fair	Fair	Good	Good
7	Khalid, (2016)	Fair	Fair	Fair	Good	Good
8	Rafiq, Hussain, and Abbas, (2020)	Fair	Fair	Fair	Good	Good
9	Sherwani, (2020)	Fair	Fair	Good	Fair	Good

In order to ensure the quality of systematic literature review, subjective analysis is done based on different dimensions including clarity of stated objectives, relevance of research methodology,

data collection, results presentation and overall rating of each article in terms of Good, Fair and Poor, as stated in above table.

Description of Research Articles

Gained insight from the chosen articles for literature review is presented in following table including name of author, publishing year, aims, methodology and findings of study and overall ratings;

No	Name & Year	Aims	Case country	Methodology	Findings	Overall Ratings
1	Abdallah, (2016)	Aim to discuss the role of guest/motivational speaker in altering attitude of higher education students	Qatar	Qualitative	Study found that with the passage of time educational institutes are providing distance learning at this time the role of guest/motivational speakers in altering attitude of students but these findings are limited to international institutes' institutes. Thus, the role of guest speaker is not found	Good

					relatively important in positive learning experience of high education students	
2	Akhtar, (2007)	To explore the attitude of students towards learning in order to improve their performance goals and learning skills with self-motivation, study attempts to explore this objective in context of Pakistani students	Pakistan	Quantitative	Study found positive impact of motivational teaching and speech impact on the teaching and learning environment which build autonomous learning environment and improves learning experience of Pakistani students. Thus, it can be said that motivational speaker play positive role in altering the learning	Good

					attitude of Pakistani students	
3	Astalini, et al., (2019)	Aims to analyse the relationship between students' attitude towards a particular subject in school and motivational speech	Indonesia	Quantitative (Questionnaire)	Study found positive impact of motivation and motivational speech on learning attitude of students towards a particular subject. As researcher found positive attitude of students towards class participation, subject interest, learning activities, self-believe, started active participation in class and enjoy class work	Good
4	Haddad, et al., (2015)	Primary purpose of research is to determine	Globally	Quantitative	Study found positive correlation of motivation	Fair

		e the level of impact a professional motivational speaker has on the academic performance of students in board exams in terms of impact on attitude of students towards exams preparation, self-perceived ability to overcome exam stress and perceived effectiveness of the curriculum in their board exam performance			nal speakers and performance of NBDE-1 students in dental board exam. The survey found 60% increase in board participation in result of motivational speakers incorporation to motivate students to believe their self-ability and positive learning attitude that helped in creating autonomous learning environment as students were able to manage their stress about exams	
--	--	--	--	--	---	--

5	Islam, (2019)	To explore various aspects of undergraduate students in Pakistan, in terms of their learning experiences in their immediate learning context. Additionally, research aimed to find the role of motivational speech on the immediate learning context of Pakistani students	Pakistan	Qualitative (Semi-structured Interviews)	Motivatio n and motivatio nal speech helps creating autonomo us learning environm ent as it encourage s even shy and less proficient students to actively participat e in classroom activities and learning process For motivatio nal speech, teachers are required to assess the learning preferenc es of their students, most importantl y of those students who they found shy or less participat ory. Thus, study found that	Fair
---	---------------	--	----------	--	--	------

					motivation helps such students by addressing their psychological and social issues and make them self-believer	
6	Islam, (2013)	Aimed to elaborate the contemporary motivation of Pakistani students towards learning second language through Do'nyei's model to capture factors of motivation which have not been discovered by past researchers	Pakistan	Quantitative (Survey Questionnaire)	Study found positive relationship between self-motivation and its relevance among Pakistani students as it enhances their learning experience and self-motivation which is found to be strongest predictors	Good
7	Khalid, (2016)	Aimed to examine Pakistani students	Pakistan	Quantitative	Study found positive attitude of students	Good

		attitude towards learning second language and which motivational orientation positively influence their learning attitude Further, to find evidence to prove the claim that Pakistani students are bilinguals while they are motivated by the policy of using second language (English) as medium of instruction			towards learning second language because of instrumental motivational orientation that encourages them to be bilingual	
8	Rafiq, Hussain, and Abbas, (2020)	To analyse the attitude of Pakistani students	Pakistan	Mix-method (semi-structured interview & questionnaire)	TAM model has found that Pakistani students need motivational	Fair

		towards learning through internet means in higher education. The analysis is conducted through Technology Acceptance Model (TAM)			n and support to boost their attitude towards e-learning for this purpose various motivational approaches can be used to positively influence students' e-learning attitude like motivational speech and information about success of e-learning across the world, IT infrastructure and government support	
--	--	--	--	--	---	--

9	Sherwani, (2020)	To explore aspect of discourse that plays positive role in improving the impact of motivational speech on attitude, behaviour and cognition of people and to analyse this relation, critical discourse analysis approach is taken into account	Globally	Qualitative	Study concluded that motivational speakers need to consider goals, beliefs and behaviours of people in order to alter their attitude and these elements are not static so positive influence affects cognition of an individual that changes his/her attitude in form of believe, goals, intentions and behaviours	Good
---	------------------	--	----------	-------------	--	------

Findings and Discussion

The studies selected for SLR are mostly based on cases of developing countries and especially Pakistan that makes the findings more relevant to extract the answer of research question of underlying study. Key objective of the study was to analyse

motivational speakers influence on the learning attitude of Pakistani student in terms of creating autonomous learning environment that encourages students to be self-motivated and self-regulated to achieve their academic performance goals.

In this context, study of Akhtar, (2007) found positive impact of motivational teaching and speech impact on the teaching and learning environment which build autonomous learning environment and improves learning experience of Pakistani students. Thus, it can be said that motivational speaker play positive role in altering the learning attitude of Pakistani students. However, the studies based on international institutes found that with the passage of time educational institutes are providing distance learning at this time the role of guest/motivational speakers in altering attitude of students but these findings are limited to international institutes' institutes. While, findings of Akhtar, (2007) in context of Pakistan are supported by the results of Astalini, et al., (2019), there is positive impact of motivation and motivational speech on learning attitude of students towards a particular subject. As researcher found positive attitude of students towards class participation, subject interest, learning activities, self-believe, started active participation in class and enjoy class work. Again, the findings of Astalini, et al., (2019) comes with the challenge of focusing on performance and learning goals of students by conducting research through inventories by asking student to comment on their academic goals for a specific course or subject instead of stating an open-ended comment about overall learning attitude (Akhtar, 2007).

Second key objective of the study was to explore the learning attitude of Pakistani students and how it can be alter using motivational aspects i.e. motivational speech/teaching and in this context, a study on second language learning attitude of Pakistani students by Khalid, (2016) found positive attitude of students towards learning second language because of instrumental motivational orientation that encourages them to be bilingual.

Further, findings of Rafiq, Hussain, and Abbas, (2020) study which is based on e-learning attitude of students, stated that Pakistani students need motivation and support to boost their attitude towards e-learning for this purpose various motivational approaches can be used to positively influence students' e-learning attitude like motivational speech and information about success of e-learning across the world, IT infrastructure and government support.

Additionally, researchers other than of academics have also found positive influence of motivational speakers on learning attitude of students globally (Percy, et al., 2019). This study, found that young students are most positive about motivational talk as it has helped them to understand their issues on their own and encouraged them to be self-motivated. These findings are supported by the reviewed literature as Haddad, et al., (2015) stated that there is positive correlation of motivational speakers and performance of NBDE-1 students in dental board exam. The survey found 60% increase in board participation in result of motivational speakers incorporation to motivate students to believe their self-ability and positive learning attitude that helped in creating autonomous learning environment as students were able to manage their stress about exams.

A study based on international context proposed for motivational speakers to consider goals, beliefs and behaviours of people in order to alter their attitude and these elements are not static so positive influence affects cognition of an individual that changes his/her attitude in form of believe, goals, intentions and behaviours (Sherwani, 2020). In context of Pakistani students, Islam, (2019) stated that motivational speech helps creating autonomous learning environment as it encourages even shy and less proficient students to actively participate in classroom activities and learning process

Conclusion

From the SLR it is extracted that Pakistani students have positive learning attitude towards various academic performance like learning second language and e-learning to compete the global and international education standards. For this purpose, findings of SLR of study stated positive impact of motivational speakers on influencing the learning attitude and for this purpose, teachers are required to assess the learning preferences of their students, most importantly of those students who they found shy or less participatory (Islam, 2019). Thus, study found that motivational speaker helps such students by addressing their psychological and social issues and make them self-believer.

Limitations of Study

Key limitation of the study is the methodology opted to address the research questions and achieve research objectives as the findings of paper are based on past studies which limit the implications but it positively contributes in academic literature of the field. Second major limitation is that most of the articles selected for SLR are based on Pakistan' context which limit the implications of study in international context but it can be considered for developing countries educational institutes.

References

- Abdallah, A. (2016). Guest speakers and internationalization in higher education: A critical reflection of guest speakers in tourism programmes. *Turističko poslovanje*, 17(1), 61-70.
- Akella, D. (2010). Learning together: Kolb's experiential theory and its application. *Journal of Management & Organization*, 16(1), 100-112.

- Akhtar, M. (2007). A comparative study of student attitude, learning and teaching practices in Pakistan and Britain. *Educational studies*, 33(3), 267-283.
- Astalini, D., Darmaji, D., Pathoni, H., Kurniawan, W., Jufrida, J., Kurniawan, D., & Perdana, R. (2019). Motivation and attitude of students on physics subject in the middle school in indonesia. *International Education Studies*, 12(9), 15-26.
- Benjamin, C., Puleo, C., Settipani, C., Brodman, D., Edmunds, J., Cummings, C., & Kendall, P. (2011). History of cognitive-behavioral therapy in youth. *Child and Adolescent Psychiatric Clinics*, 20(2), 179-189.
- Connors, M., & Halligan, P. (2015). A cognitive account of belief: a tentative road map. *Frontiers in psychology*, 5, 1588.
- Dar, Z., Shams, M., & Rahimi, A. (2010). Teaching reading with a critical attitude: Using critical discourse analysis (CDA) to raise EFL university students' critical language awareness (CLA). *International Journal of Criminology and Sociological Theory*, 3(2), 10.
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching: Motivation*. London: Routledge.
- Goel, A., Ganesh, L. S., & Kaur, A. (2019). Deductive content analysis of research on sustainable construction in India: current progress and future directions. *Journal of Cleaner Production*, 226, 142-158.
- Haddad, Y., Ogbureke, E., Price, K., Tribble, G., & Koeppen, R. (2015). The Effect of a Motivational Speaker on Dental Student's Performance on National Board Part 1 (NBDE-1). *J Health Edu Res Dev*, 3(146), 2.
- Holtforth, M., & Castonguay, L. (2005). Relationship and techniques in cognitive-behavioral therapy--A motivational

approach. *Psychotherapy: Theory, Research, Practice, Training*, 42(4), 443.

Hughes, B., & Zaki, J. (2015). The neuroscience of motivated cognition. *Trends in cognitive sciences*, 19(2), 62-64.

Hyken, S. (2019, June 30). *So, You Want To Be A Motivational Speaker?* Retrieved from Forbes: <https://www.forbes.com/sites/shephyken/2019/06/30/so-you-want-to-be-a-motivational-speaker/?sh=629382586a54>

Islam, M. (2019). Learning Experiences and Motivation of Undergraduate Students in Pakistani EFL Classrooms: A Qualitative Study. *Bulletin of Education and Research*, 41(1), 221-234.

Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self system and national interest: A Pakistani perspective. *System*, 41(2), 231-244.

Khalid, A. (2016). A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a second language. *SAGE Open*, 6(3), 2-19.

Noreen, S., Ahmed, M., & Esmail, A. (2015). Role of students' motivation, attitude and anxiety in learning English at intermediate level in Pakistan: A gender based study. *Educational Research International*, 4(2), 96-108.

Usmani, S. A. A., & Tabassum, H. (2018). Islamic Education with the help of Information Technology: Advantages and Disadvantages. *The Islamic Culture" As-Saqafat-ul Islamia" الثقافة الإسلامية*-Research Journal-Sheikh Zayed Islamic Centre, University of Karachi, (40).

Percy, C., Rehill, J., Kashefpakdel, E., Hodges, A., & Haskins, M. (2019). *Insight and Inspiration: Exploring the Impact of Guest Speakers in Schools*. Retrieved from Education and

Employers: <https://www.educationandemployers.org/wp-content/uploads/2019/10/Speakers-for-Schools-Report.pdf>

- Pinsker, S. (2001). Was Ralph Waldo Emerson our first motivational speaker? *The Virginia Quarterly Review*, 77(3), 509-513.
- Rafiq, F., Hussain, S., & Abbas, Q. (2020). Analyzing students' attitude towards e-learning: A case study in higher education in Pakistan. *Pakistan Social Sciences Review*, 4(1), 367-380.
- Ramsden, P. (2003). *Learning to teach in higher education*. London: Routledge.
- Rethlefsen, M., Kirtley, S., Waffenschmidt, S., Ayala, A., Moher, D., Page, M., & Koffel, J. (2021). PRISMA-S: an extension to the PRISMA statement for reporting literature searches in systematic reviews. *Systematic reviews*, 10(1), 1-19.
- RSN. (2019). *High School Motivational Speaker - How Students Can Be Their Best Selves Every Day*. Retrieved from Relevant Speakers Network (RSN): <https://relevantspeakers.com/blog/95-high-school-motivational-speaker-students-best-selves>
- Sherwani, K. (2020). A Cognitive Positive Discourse Analysis of English Motivational Speeches. *International Journal of Advanced Science and Technology*, 29(9), 4078-4091.
- Westra, H. (2011). Comparing the predictive capacity of observed in-session resistance to self-reported motivation in cognitive behavioral therapy. *Behaviour research and therapy*, 49(2), 106-113.