Students' Motivation: The Mystery Unraveled – A Game-Changing Inquiry with Awesomely Applicable Results!

By

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Abstract

This study, “Students’ Motivation: The Mystery Unraveled," is a game-changing inquiry with awesomely applicable results. The researcher's rigorous and systemic deductions lead to her discovering four essential learning components and significant student-preferred learning methods and concepts. Most notable in this research is the validation of her theory of “Motivation 3.0.” and its claim that all pursuits (including learning pursuits) are a form of motivation. That is “Internal Motivation 3.0.” or “Internal Motivation Extended,” collectively known as Motivation 3.0.” The researcher markedly supports her idea that all motivations are rooted in one’s values and beliefs and one's choices (be they conscious or subconscious) to effectively manifest such preferences in ways that generate and modulate success or the lack thereof. In addition to those notable achievements, the research reports her findings regarding “Motivation 3.0” when applied and tested in a classroom setting using her game-changing, *Signature Style, Textbook-Novel* “Let’s CHOP It Up!” These ground-breaking analyses and remarkable results yield several reasons to read this article. It is LONG but worth it!

Keywords: Student Success, Motivation, FTIC, Values and Beliefs, Student-Preferred Learning, Learning Strategy, Grounded Theory, Inductive and Deductive Learning

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Introduction

Ah, motivation. To where has society's collective drive disappeared? Life is very different now than it was just four years ago. The COVID-19 crisis demanded communal isolation and sparked a plethora of social and mental health-related disorders like stress, anxiety, and depression, among other things (Martin, 2023; Moghimi et al., 2023). This drastic communal shift had dramatic effects not only on society's social atmosphere but also on academia as well. As a result, the landscape of student success has negatively shifted (Usher & Kober, 2012; Doan-Nguyen, 2023). Today, students' motivation to learn is at an all-time low (Doan-Nguyen, 2023). That is not to say all students and academicians are experiencing such declining effects. However, this is to say that those diverging experiences are what prompted this study and the researcher's inquiry using the following guiding questions: "What do students like to learn in general and why?" "What do students believe about their teaching and learning experience?" Furthermore, "How do answers from both questions translate into successfully applied academic themes?

In this study, *Students' Motivation: The Mystery Unraveled – A Game-Changing Inquiry with Awesomely Applicable Results,* the researcher not only debunks the staple definitions of motivation (both internal and external) but also proposes and establishes a *fresh* 21st-century perspective on motivation developed from years of analytical research. The researcher uses grounded theory to highlight her research process and results. She uncovers students' learning motives and deduces various essential learning components coupled with student-preferred learning methods and concepts. Finally, the researcher reiterates and supports her new definitions of motivation and their impact on student success; she discusses ways to solicit motivation on

demand and shares some of her applied game-changing ideas resulting from her new definitions of motivation.

That said, this fresh take on motivation is a paradigm shift. This paradigm shift is essential because motivation is the foundation of learning. Motivation not only affects "how students approach school, relate to their teachers…and utilize resources available to them," it also affects their approach to things that help or hinder them outside of school (Usher & Kober, 2012, p.2; Maslow, 1968; Nickerson, 2023; Pink, 2009; Siegel, 1999, 2011; Simpson & Balsam, 2016; Weber, 1998).

Literature Review

Motivation, for over 80+ years, is collectively defined as a force or energy that moves a person to act (Usher & Kober, 2012; Maslow, 1968; Nickerson, 2023; Pink, 2009; Simpson & Balsam, 2016; Weber, 1998; Young, 1936). Before this paper, motivation was presented in two staple categories: internal and external. External motivation is widely believed to be one's actions driven by things outside of oneself (Usher & Kober, 2012; Ryan et al., 1993). In contrast, internal motivation is widely accepted as an internal force that drives one to do something for that act's inherent satisfaction (Nickerson, 2023). With a fresh perspective, the researcher purports that the staple concepts of internal and external motivation are things of the past. She further promotes reverse engineering these past ideas to reflect the true nature of motivation and how that positively impacts student and faculty success. The researcher grounds and supports her claims and her theory of motivation using cross-disciplinary research. She uses the fields of psychology, neurology, psychiatry, and spirituality as anchors to her theory. She also uses research from education and business leadership as additional support.

The Anchors

According to Dr. Albert Ellis (1974), a renowned psychiatrist, life's experiences follow a well-defined sequence, that is, A + B yields C. Ellis says that there are A-activating events in life, then B-our thoughts/beliefs about said A-activating events, and finally, C-consequences/reactions resulting from B-our thoughts/beliefs regarding said A-activating events (Ellis, 1974). In other words, every experience is an experience that has NO MEANING until one considers said experience. One's thoughts regarding the experience can be conscious, subconscious, or both. Either way, those thoughts and beliefs apply meaning to the experience (Ellis, 1974). Consequently, after one interprets the event, one acts or reacts to the experience, thus bringing forth consequences (Ellis, 1974; Dryden, 2003; Dryden, 2021). That said, Ellis's theory and premise alone, as one based on more than 50 years of analytical research, excessive criticisms, persistence, and then proof of effectiveness in therapy, is enough for anyone to pivot regarding the nature of behavior, thus behavior's motivation (Usher & Kober, 2012; David et al., 2018; Dryden, 2003; Dryden, 2021; Hambric, 2023). However, one must think meticulously and creatively and use a cross-disciplinary approach to support the researcher's shift in thinking.

For instance, how does research on the brain's functions support the researcher's deductions and diverging idea that motivation itself is a manifestation of one's thoughts? She purports that, whether conscious or subconscious, thoughts—made up of one's values, beliefs, and contemplations or the lack thereof—cause one to stand still (in contemplation, thus subsequently feeling), cause one to move forward (in agreement, thus subsequently feeling), or cause one to move away from (in disagreement, thus subsequently feeling). Well, according to the National Institute of Medicine, Simpson and Balsam (2016) outline the biological mechanics of the brain as it relates to motivation. In their research article, *The Behavioral Neuroscience of*

Motivation: An Overview of Concepts, Measures, and Translational Applications, Simpson and Balsam (2016) conclude the following about motivation, among other things:

> Motivation, defined as the energizing of behavior in pursuit of a goal, is the fundamental element of our interaction with the world and with each other…. Therefore, motivational drive must be modulated as a function of both internal states as well as external environmental conditions. The regulation of motivated behaviors is achieved by the coordinated action of molecules (peptides, hormones, neurotransmitters, etc.) acting within specific circuits that integrate multiple signals in order for complex decisions to be made (p. 2).

In other words, Simpson and Balsam's (2016) conclusions demonstrate that motivation is a manifestation of one's thoughts. Simpson and Balsam (2016) imply that "energizing behavior in pursuit of a goal…" is the same as saying that one's thoughts which generate the goal or agree to the presented goal also generate the desire to pursue the goal (i.e., move forward in agreement, thus subsequently producing feeling about the goal). According to Simpson and Balsam (2016), thoughts are "specific circuits that integrate multiple signals…" and these signals are responsible for one's complex decisions. (Simpson & Balsam, 2016, p. 2). This is the same as reasoning and concluding thoughts. Therefore, Simpson and Balsam (2016) imply that thoughts, which lead to desires, become energy, thus motivation to pursue goals.

Furthermore, Simpson and Balsam (2016) state, "motivational drive must be modulated as a function of both internal states as well as external environmental conditions" (p. 2). The researcher agrees and explains in chapter three of her textbook-novel *Let's CHOP It Up: Conversations that Lead to Personal, Academic, and Social Success* that in order to modulate motivation, one must self-regulate by using self-reflective thinking and reasoning—that is,

thinking about one's quality of thinking, one's values, goals, behaviors in general, and behaviors in pursuit of said goals. Hence, motivation has different amounts of energy assigned to different categories of behavior (Maslow, 1968). One's B-thoughts regarding an A-activating event—the goal—dictate how much energy and desire is generated to contemplate said goal and to move towards or away from it.

Further supporting the researcher's idea that motivation is a manifestation of one's thoughts, thus yielding the idea that modulation of motivation is achieved via regulating cognitions, Simpson & Balsam (2016) say, "The regulation of motivated behaviors is achieved by the coordinated actions of molecules (peptides, hormones, neurotransmitters, etc.) acting within specific circuits that integrate multiple signals in order for complex decisions to be made" (p. 2) So if motivated behaviors are "energizing behaviors in pursuit of a goal" (p. 2) and energizing behaviors in pursuit of a goal is the same as saying thoughts which generate the goal also generate the desire to pursue the goal, then it stands to reason that modulation of motivation is achieved by regulating cognitions via reflective thinking. Thus, motivation is a manifestation of one's thoughts.

In the book *The Brain That Changes Itself,* the mind proves to be a powerful instrument that generates and processes one's thoughts and beliefs that manifest lasting change! This resource, *The Brain That Changes Itself,* is a collection of astonishing medical research results on the brain's ability to generate energy (the motivation) to heal itself. Using this well-explained and conceptually illustrated resource by Dr. Norman Doidge (2007) and other brilliant, cross-disciplinary research from both past and present researchers, such as Simpson & Balsam (2016) of Neurology; Maslow (1968) of Humanistic Psychology; Ellis (1974) of Clinical and Cognitive Psychology; Siegel (1999, 2011) of Psychiatry; *The Student Bible, NIV* (1986) of Christianity;

Pink (2009) of Law and Business; and Fowler (2023) of Business Leadership, the researcher reasonably expels the idea of external motivation in chapter three of her new signature textbook-novel *Let's CHOP It Up: Conversations that Lead to Personal, Academic, and Social Success* (2023). Further, she offers her theory of motivation and her collective definition of motivation as "Motivation 3.0," in her theory *The Three Domains of Oneself*—as a dive into the mind/brain, spirit, and body's interrelated functions as the true nature of motivation and the source of self-modulation regarding motivation.

In this theory, the researcher introduces what she purports to be more accurately defined categories of motivation. They are "Internal Motivation 3.0." and "Internal Motivation Extended," collectively known as "Motivation 3.0." The researcher exchanges the staple definition of internal motivation with her newly coined definition **"**Internal Motivation 3.0.**"** "Internal Motivation 3.0." is a combined effort of one's mind/brain and spirit's ability to manifest the power of one's established belief system, coupled with one's ability to self-manage such beliefs in pursuit of their intentions (Ellis, 1974; *The Student Bible, NIV,* 1986; Simpson & Balsam, 2016;). Similarly, she exchanges the staple definition of external motivation with her newly coined term, "Internal Motivation Extended." "Internal Motivation Extended" is when one lacks the ability to generate "Internal Motivation 3.0," therefore admonishing said ability and extending it and the responsibility to reflect and manage oneself to someone or something else. Therefore, this replaces the implied idea that external motivation is CAUSED by anything other than one's THOUGHTS about said A-activating events (i.e., external things), thus revealing a person's conscious or subconscious decision to depend on the performance of external things. In essence, one decreases one's ability to strategically manifest, control, and self-regulate one's power to generate a more effective and sustained motivation while pursuing one's intentions.

That said, with abundant research showing how motivation is an internal function, the staple idea of external motivation should be a thing of the past. However, still today, misconceptions about motivation plague students, faculty, and the academic administration as they all attempt to impact student success significantly (Center on Education Policy, 2012).

For example, when students function as though motivation is an external thing that *causes* them to be motivated, sometimes efforts decrease, thus causing harm. Let us look at Student A and Student B, for instance. Student A models "Internal Motivation Extended," and Student B models "Internal Motivation 3.0." Student A believes that others can motivate him, thus sometimes extending to others his responsibility to generate "Internal Motivation 3.0." Student B also thinks others can motivate him; however, he recognizes that others motivate him *only* because *he THINKS others are motivating*. This subtle yet critical difference lies in one's knowledge regarding the true nature of motivation, one's ability to manage his or her own thoughts, and whether one believes one has considerable control over the desired outcome.

Now, take, for instance, Student A and Student B again. Student A believes that others are responsible for motivating him. Resultingly, when he experiences an external, A-activating event—such as a "boring" instructor who is not doing their "job of delivering an exciting classroom experience," Student A forgoes his responsibility to generate "Internal Motivation 3.0." by using self-regulation via reflective thinking. Instead, he imposes his misguided beliefs about "Motivation 3.0." on his instructor. In doing so, he decreases his chances of success. On the other hand, Student B acknowledges and believes that NOTHING can motivate him unless he thinks it is motivating. He takes accountability and ownership of his responsibility to generate "Internal Motivation 3.0.," each time he encounters a classroom of a so-called "boring" instructor. He ignites his internal ability to regulate his thoughts, values, and beliefs in pursuit of

his goal to pass the class. He links the classroom curriculum with some of his broader goals and finds additional ways to find relevant value in each class lecture and activity. In doing so, he increases his chances of success.

Both Simpson and Balsam's (2016) outline of the brain's biological mechanics and the examples of Student A and Student B's modulated thoughts or the lack thereof (latent thoughts) prove to reveal great insights and support for the researcher's theory, The Three Domains of Oneself –The mind/brain, spirit, and body's interrelated functions and the true nature of "Motivation 3.0." Nonetheless, the effects of misguided beliefs regarding motivation are very damaging and still plague student success today.

According to this research results, more than 81% of students self-identify as Student A (Hambric, 2024). This means that roughly 81% of students believe that it is the responsibility of faculty to motivate students and, as a result, would choose not to engage a "boring" instructor. Because Student A thinks the instructor is responsible for energizing/motivating him, by default, he will think that the instructor is responsible for his academic success. However, armed with the correct knowledge about "Motivation 3.0.," coupled with skills to produce "Internal Motivation 3.0." via self-regulation of personal thoughts, values, and beliefs, Student A can then learn to strategically elicit "Internal Motivation 3.0." and foster the mindset and success of Student B.

Embracing the researcher's new concepts of "Internal Motivation 3.0." and "Internal Motivation Extended" would help students, faculty, and academic administrators embrace the idea of taking responsibility for generating one's own "Motivation 3.0." The application of these ideas is a game-changer! Remember, according to Simpson and Balsam (2016), "motivation…is the fundamental element of our interaction with the world and with each other…." (p. 2). Moreover, "Motivation is the foundation of how students approach school, relate to their

teachers…, utilize resources available to them," and how they seek self-regulation or external things that help or hinder them outside of school (Usher & Kober, 2012, p.2; Maslow, 1968; Nickerson, 2023; Pink, 2009; Siegel, 1999, 2011; Simpson & Balsam, 2016; Weber, 1998).

In the case of Student B, the researcher's concept of "Internal Motivation 3.0." paid off. Student B decided to self-regulate and generate the power of his mind/brain and spirit's ability to manifest energy grounded in his established thoughts and belief system. Student B notes "Motivation 3.0.'s" true nature and how it is internally generated by his B-thoughts, values, and beliefs related to said A-activating event. In doing so, Student B generated a few successful self-management solutions to ensure his success. By committing to one or more of these solutions, Student B alters his thinking throughout the class, stimulating his spirit/energy to produce sustainable "Internal Motivation 3.0.," whether the instructor is "boring" or not. Student B demonstrates a healthier way of thinking, thus increasing his chances for academic success.

Measuring Up to Classic and Modern Times

Classic works like *Humanistic Psychotherapy* by Ellis (1974) and *Towards a Psychology of Being* by Maslow (1968) do well, noting a consensus when synthesized with major modern works across contexts, such as *The Developing Mind* by Dr. Daniel J. Siegel (1999, 2011), *Drive* by Dr. Daniel H. Pink (2009), and *The Student Bible, NIV* (1986). These works explicitly and implicitly support the notion that motivation is inherent and personal, thus supporting the researcher's concepts of "Motivation 3.0." as "Internal Motivation 3.0." and "Internal Motivation Extended."

In support, Maslow (1968) said, "Motivation is subjective" **[subjective]** (p. 28). Ellis said, "...the individual…intervenes between his environmental input and his emotionalized output, and that therefore he has an enormous amount of potential control over what he feels and

what he does…He unwittingly makes himself disturbed by believing in irrational and unvalidated assumptions…" **[thus, the individual intervenes between himself and the outside world based on what he believes]** (Ellis, 1974, p. 4). Further supporting the researcher's idea that all motivation is generated internally, Siegel (1999, 2011) tangibly, from an internal perspective, explains Maslow's (1968) theoretical concepts regarding one's most basic motivational drives. Siegal (1999, 2011) describes this when he purports how one's brain stem is the fundamental part of the motivational system that helps satisfy one's basic needs for food, shelter, reproduction, and safety. Siegel (2011) further drives this point home by adding, "When you feel a deep 'drive' to behave in a certain way, chances are your brain stem is working closely with the next-higher region, the limbic area, to push you to act" (p.17). Hence, he emphasizes how thoughts and feelings serve as an internal function, generating energy to stand still, to move towards or away from experiences.

Additionally, Siegel (2011) purports in his medical and neuropsychological research that motivation is part of a motivational system within the brain. He further wrote, "The limbic system is specialized to carry out the appraisal of meaning or value of stimuli. It is also a center for the mental module or information-processing system which carries out social cognition…" **[thus, a system that processes thoughts for meaning and consequential actions]** (Siegel, 1999, p. 122). Pink says, "If someone's baseline rewards aren't adequate or equitable, her focus [**her focus**] will be on the unfairness of her situation and the anxiety of her circumstance. You'll get neither the predictability of extrinsic motivation nor the weirdness of intrinsic motivation. You'll get very little motivation at all" **[thus, one's motivation is dictated by one's focus/thoughts and one's ability to self-manage said thoughts]** (Pink, 2009, p. 33). Finally, in *The Student Bible, NIV*, Romans 12:2, (1986) the Apostle Paul states, "Do not conform any longer to the pattern of

this world, but be transformed by the renewing of your mind, then you will be able to test and approve what God's will is—his good, pleasing and perfect will" and in 2 Corinthians 10:5 (1986) Paul says, "We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ" **[thus, one has the ability to take responsibility for one's thinking and one must manage/take captive one's thoughts based on one's beliefs and values]** (*The Student Bible, NIV*, Romans 12:2, p. 1188 & 2 Corinthians 10:5, 1986).

Each of these creditable classic and modern research studies, these highly cited nonfiction works of literature, and the widely accepted truths of the Bible all echo the researcher's sentiments regarding the true nature of "Motivation 3.0." They further support her unique definition of **"**Internal Motivation 3.0.**"** as a combined effort of one's mind/brain and spirit's ability to manifest the power of one's established belief system, coupled with one's ability to self-manage such beliefs in pursuit of their intentions (Ellis, 1974; Maslow, 1968; New *The Student Bible, NIV,* 1986; Pink, 2009; Seigel, 1999, 2011; Simpson & Balsam, 2016). Furthermore, these works also support the researcher's efforts to re-engineer the idea of external motivation so that it more accurately reflects the true nature of motivation and its new category of external motivation as **"**Internal Motivation Extended.**"** "Internal Motivation Extended" as previously defined, lacks the ability to manifest the power of one's established belief system, therefore admonishing said ability and extending it and the responsibility to self-manage to someone or something else.

Given such significant past and current research support from accredited theorists across several disciplines, one can see the logic in the researcher's claim that individuals control their motivational output. Still, some believe that generating needed energy depends on the

performance of external persons, places, or things versus how one *thinks/believes* about such persons, places, or things. So, what does this have to do with students discovering their motivation to learn and succeed? Everything! Students, faculty, and higher education institutions with believable knowledge and a CLEAR understanding of the truth regarding "Motivation 3.0." as "Internal Motivation" and "Internal Motivation Extended" are best positioned, respectfully take responsibility for their required actions and to take remarkable strides towards academia's overall success.

Method

The overall goal of this study was to uncover students' motivation to learn and to use that information to deduce various essential learning components and preferred learning methods and concepts. Resultingly, the researcher expanded this study to test the validity of the discovered themes and establish a fresh 21st-century theory on motivation.

Type of Study and Justification

This grounded theory study primarily hinges upon Strauss and Corbin's (1998) approach to qualitative research and Glasser & Strauss's (1967) concepts of theoretical coding. Coding is a method used to categorize participant data (in parts or as a whole) by assigning descriptive labels (Strauss & Corbin, 1998). This combined grounded theory approach aided the researcher in her theory development regarding students' motivation to learn. That said, Glasser & Strauss's (1967) and Strauss & Corbin's (1998) research methods were employed because they are the leading authorities on Grounded theory research, and their methodological philosophies best fit this study's purpose (Santos et al., 2016). Both Glasser & Strauss (1967) and Strauss & Corbin's (1998) believe that "although formal theory can be generated directly from data, it is most desirable, and usually necessary, to start the formal theory from a substantive one" (Glasser &

Strauss, 1967, p. 79). That said, the researcher explores open concepts and substantive emerging themes to develop a theory on motivation that is compared and contrasted to the widely accepted theory of motivation. The researcher notes that although she uses a mixture of Glasser & Strauss (1967) and Strauss & Corbin's (1998) theories, she uses more of Strauss and Corbin's (1998) grounded theory philosophy because it better aligns with her academic and personal beliefs.

For example, one of Strauss's and Corbin's philosophical beliefs is that "True, only God can tell infallible humans the "real" nature of reality... [and that researchers are to be seen as an analytical tool] that draws on [his or her] own experiences when analyzing materials…they realize that these become the foundations for making comparisons and discovering properties and dimensions." Regarding that, the researcher recognizes that her analytical coding has room for error. However, she also recognizes that the errored data is still substantiated in the subjects' data and, therefore, still relevant to the phenomenon studied (Straus & Corbin, 1988). For example, when one of the data sets stated, "[I stream and study for long hours] steps needed to [help me] sing a song right, [learn to ride a] bike, and [to do] skateboarding tricks," the researcher reacted and coded that data set as a learning preference for kinesthetic learning. Although an accurate act of coding, left without further investigation, it would be a biased reaction. It would be biased because the researcher's husband and children are all self-proclaimed kinesthetic learners. Thus, the idea of kinesthetic learning was readily available in her mind. Recognizing the biased thought, the researcher revisited the data for further investigation, seeking additional accurate, broader, and/or narrower coding opportunities.

The Sample Type and Size Justifications

The sample type and size (16 participants) are closely associated with purposeful selection and small-group sampling. Purposeful selection and small-group sampling produce in-

depth data from individuals experienced with the phenomenon under study (Palinkas et al., 2015; Strauss & Corbin, 1998; Subedi, 2021). Due to the researcher's desire to gather the depth and breadth of the phenomenon studied, the researcher planned to start with 20 participants and sample more as the data dictated (Glasser & Strauss, 1967). However, the researcher's original small-group sampling proved to be able to produce both the depth and breadth of concepts needed to saturate the open coding categories as they relate to the guiding questions and substantive, sub-categorical themes/levels (Glasser & Strauss, 1967; Palinkas et al., 2015; Strauss & Corbin, 1998; Subedi, 2021). That said, the researcher's sampling methods evidenced why purposeful selection and small-group sampling is a widely accepted practice in qualitative research (Palinkas et al., 2015; Strauss & Corbin, 1998; Subedi, 2021). Moreover, given the nature of this study's extended mission, a mixture of the Glasser and Strauss methods, coupled with the researcher's preconceived data collection process and the philosophical approach of Strauss and Corbin's concept, using the gurus' guidelines proved to be the best fit for this study.

The Participants and Their Demographics

The participants were Developmental Integrated Reading and Writing (DIRW) students attending their Developmental Integrated Reading 0315 and English 1301 combined class. The population was 20 students, which closely mirrored the school's total population, with the highest number of students being Hispanic students, followed by African American and White students. Of the 20 surveys handed to the administering faculty and then to the students, only 16 were returned complete. Sixteen of twenty surveys were returned because two students were absent, and two refused to participate. The participants' demographics were as such: eight students were Hispanic, five were Black, and three were White. Further, 55% of the returned surveys were women, and 45% were men.

That said, the school where the research took place, overall, has a comparable student demographic when measured against this sample population. The school's total enrollment is 49.3% Hispanic, 19.9% Black, 16.8% White, 8.5% Asian, and 5.5% Others (Fast Facts, 2023). Generation Z makes up 53% of the student population, while the Millennials dominate the rest at 33% (Fast Facts, 2023). Generation X makes up 12%, while Baby Boomers participate at a rate of 0.2% (Fast Facts, 2023). Finally, there are 59% of women attendees and 41% of men attendees, with a total of 120,992 students, of which, 24% are eligible for financial assistance (Fast Facts, 2023). The location of this study took place at a community college where both bachelor's and associate degrees are offered.

Participant's Data Collection Preparations, The Pilot, Recruitment, and Data Collection

To ensure reliable data is collected, the researcher conducted an initial design and then piloted her 15-question survey using the following guiding questions: 1) What do students like to learn in general and why? 2) What do students believe about the teaching and learning experience and why? 3) How do answers from both types of questions translate into successfully applied academic themes? That stated, the survey's design reflected the researcher's 12 plus years of being a higher education student, 20 plus years of being a full-time teacher in higher education, and her prior experience in successfully conducting qualitative research. So, to solicit useful answers to the guiding questions and to remain true to the nature of this grounded theory study: The 15-question survey had open-ended and closed-ended questions that allowed for qualitative deductions and some quantitative deductions, as well as theoretical inductive reasoning. The questions were further broken down into seven divisions that strategically solicited diverse data about participants' beliefs regarding learning. The following is a brief outline of those divisions with the actual survey questions immediately following:

Division I: Excluding of One of the Most Basic Learning Assumptions –

Questions number 1, 2

Division II: Students' Preferred Learning Topics or Ideas They Deem Valuable–

Questions number 2, 3

Division III: Students' Rationale Regarding Learning –

Questions number 3

Division IV: Students' Perceived Personal Roadblocks to Learning –

Questions number 4, 7, 9, 10

Division V: Students' Self-Awareness Related to Learning –

Question number 4, 8, 9, 10, 11, 12, 13, 14, 15

Division VI: Students' Locust of Control Related to Learning–

Questions 4, 5, 7

Division VII: Students' Preferred Teaching and Learning Activating Events

Questions 4, 5, 6, 7, 12, 13, 14, 15

Motivation for Learning Survey

1. Do you like to learn (learn here includes anything), yes or no?
2. If yes, think about at least two enjoyable things you "surf" on the net, stream, study, or research that take up most of your time… Now list them here:
3. Please explain why these things are so interesting that you choose them to take up most of your time.
4. Please think about A. Things, B. Environments, and (or) C. Types of People that prevent you from learning?
5. Do you think the professor's job is to teach yes or no?
6. If yes, what is a proper attitude for a professor during and after class?
7. REAL TALK: If the professor genuinely presents the proper attitude, how much will that help you succeed in that professor's class? Please choose any percentage between 1%-------100%. The professor's attitude affects my learning at a rate of _____%.
    a. Definition of the Range's lowest and highest percent below:
        i. 1% = the lowest impact. It means the professor's attitude does not cause my successes or failures. It's all me!
        ii. 100% = maximum impact. It means the professor's attitude can cause me to fail. For me to learn, I need them to have a proper attitude!
8. Do you have any academic goals written down, yes or no, and why?
9. Do you know when your thoughts, emotions, or behaviors have become roadblocks to your goals yes or no?
10. If yes, please explain.
11. If not, please explain why not.
12. Do you like working in groups, yes or no, and why?
13. Do you like writing, yes or no, and why?
14. What can teachers do for YOU personally to make you want to write more?
15. What can teachers do for YOU personally to make you want to participate more in all other classes?

Data Collections Pilot

To test the prepared survey questions for validity and reliability, the researcher administered the 15-question survey to three students. These three surveys went out to one male student who was 62, one female who was 42, and one male who was 22. All three were African American. After administering and collecting the pilot surveys, the researcher concluded that the data collected not only answered her questions but that the collected data was universal in nature and therefore applicable across races, relevant to, and "insight-rich" regarding the three guiding questions. The researcher shared the data and her conclusions with two other colleagues for their analysis. With her colleague's input, the researcher triangulated her conclusions, thus establishing reliability and validity regarding the 15-question survey.

Recruitment & Data Collections

After solidifying the survey questions, recruiting participants was quite simple. The researcher chose to survey the co-requisite course, the Developmental Integrated Reading and Writing course. This course combines Reading 0315 and English 1301 (DIRW 0315/1301). The researcher chose this co-requisite class because A) Students taking this course tend to mirror the school's overall student population. B) This course reaches most incoming first-year students. Furthermore, C) It is a Gateway course. In this case, a Gateway course means a class that will reach most students who are *not* academically prepared for college-level learning but are seeking a degree or certification, as well as students who *are* college-ready and seeking a degree or certification (Koch, 2017).

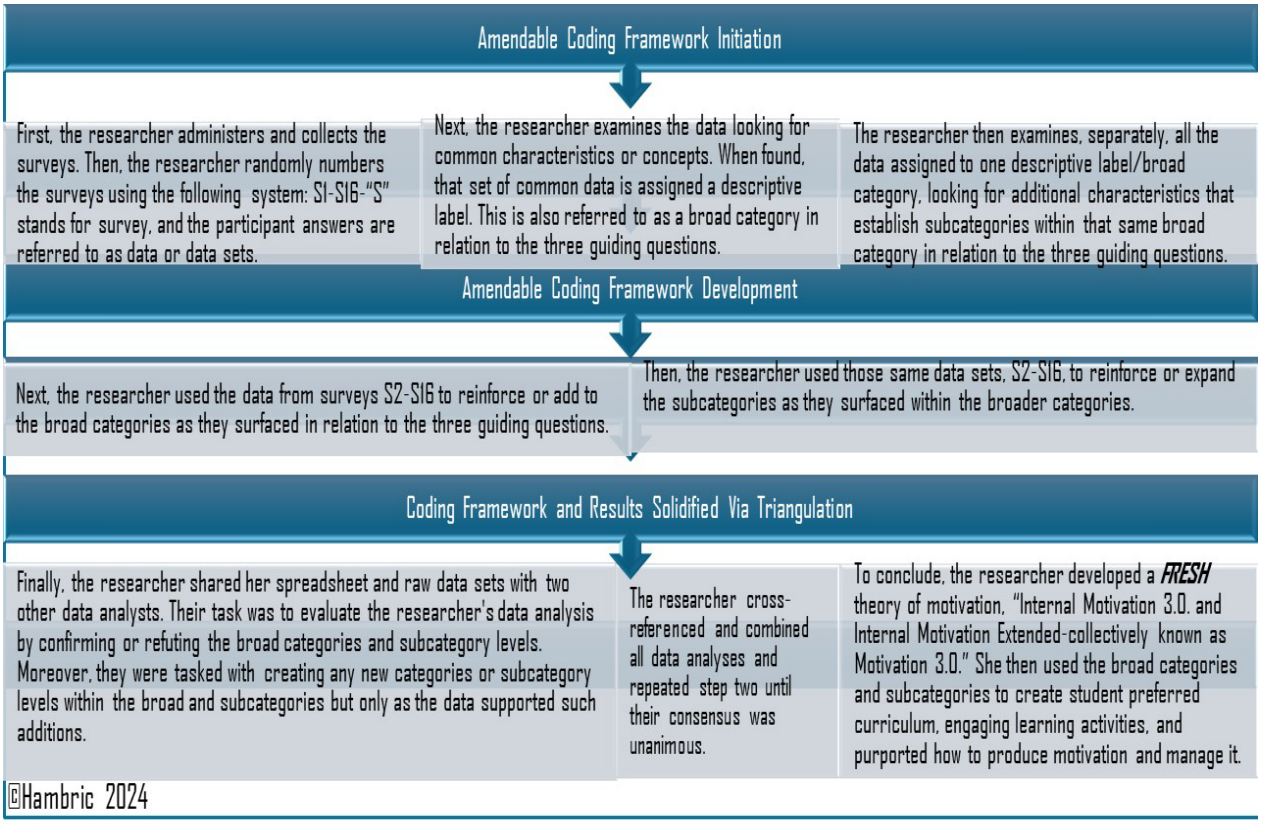
The researcher solicited the DIRW Instructor of Record as the administering surveyor and as one who would later serve as a data analyst to perform processes and data analysis triangulation. The Instructor of Record handed out the survey and offered students an

undisclosed number of extra credit points to complete it. Twenty surveys were available for 20 students. Sixteen students completed the survey, two declined, and two were absent. The Instructor of Record collected the data and returned the completed surveys to the researcher.

Data Analysis Process

After the data was collected. The researcher used the following written and visually illustrated format to process, analyze, and draw conclusions based on the data:

Table 1.01 Motivation: A Game Changing Inquiry's Process



To elaborate on Table 1.01, the researcher used a three-step process. **The first step is the "Amendable Coding Framework Initiation**" step. The researcher organized the collected data to help her examine and code the material carefully and promptly. The researcher also carefully created an easy, step-by-step, flexible coding process that a layperson can use to recreate her study to support or refute her findings (Straus & Corbin, 1998). For example, first, the researcher

organized and then examined the data. The researcher kept each participant anonymous in this study by labeling the 16 surveys S1 through S16. S1 represents the initial survey used to establish an analytical coding process, and S16 represents the last survey used to finalize the established analytical coding process. Once the surveys were organized, the researcher then examined the data.

Using the initial survey, the researcher read through the participant's responses and began coding the data (in parts or as whole statements) with descriptive labels. She examined the participants' comments, seeking language characteristics and themes that impact students' learning. As those learning themes or characteristics surfaced, the researcher categorized them via common concepts and assigned them a descriptive label accordingly (Strauss & Corbin, 1998). Then, the researcher continued with this method. Still using Survey S1, the researcher recorded comments and assigned descriptive labels until all data associated with Survey S1 were no longer adding to or establishing new categories, nor adding to or creating new subcategories, thus establishing an amendable coding framework. The researcher structured said data in an Excel Spreadsheet (Ground Theory software could also be used) so that categories and subsequent subcategories could be recorded and aligned with their corresponding participants' data as the data dictated.

For example, when one of the data sets stated, "[I stream and study for long hours] steps needed to [help me] sing a song right, [learn to ride a] bike, and [to do] skateboarding tricks," the researcher coded that data set under the descriptive category "Learning Approach" and under its subcategory of "Primarily Kinesthetic." The descriptive label "Learning Approach" was used to demonstrate that the participant was actively learning. The descriptive subcategory "Primarily Kinesthetic" is aligned under the category "Learning Approach" and is used to indicate a

distinctive approach to learning: the "hands-on" approach to learning. Therefore, when participants mentioned several learning methods and concepts, distinct categories were warranted and made as commanded by the examined data.

Qualitative Analysis Continued

The second step is the "Amendable Coding Framework Development" step. The researcher took Survey S2 and examined it closely to help her carefully analyze and code its information using the same analytical and coding process she created in the first step, the "Amendable Coding Framework Initiation" step (Straus & Corbin, 1998). She then repeated said actions with subsequent surveys S3-S16 until each category was saturated or exhausted. Saturation means the category has overwhelming entries, given the number of available participants and their data. Exhausted here means no longer seeing new common characteristics, themes, or concepts represented in the collected data (Straus & Corbin, 1998). Together, saturation and exhaustion create a data coding and recording "endpoint," thus signaling the researcher to move on to step three. The third step in this analytical coding process is the **"Coding Framework and Results Solidified Via Triangulation"** step. After the researcher examined the data to saturation and exhaustion, she shared her spreadsheet and raw data sets with two other data analysts. Their task was to test the researcher's analytical coding process and results. The two data analysts were to complete the same "three-step coding process" the researcher used. They were to confirm or refute the data alignment and descriptive labels within and across all broad categories and subcategory levels.

Moreover, they were tasked with creating any new categories or subcategory levels within the broad and subcategories but only as the data supported such additions. The researcher collected the evaluations from the data analysts, cross-referenced them, and combined all the

data analyses. She then repeated step two with the other two data analysts until their consensus was unanimous and the data was qualified. This action was repeated only once.

Quantifying the Data

After adding qualitative insights and deductions, the researcher also quantified the data. For example, question number one from Division I was a closed-ended question where the researcher asked the participant, "Do you like learning?" The answer yes was represented as a number one, and the answer no was represented as a number two. The researcher then averaged the number of yes answers and the number of no answers. Resultingly, 15 out of 16 participants said "yes" to that question, and one said "yes and no." Therefore, 100% of the participants said, "Yes, they like learning," and of that 100%, .06% said, "No if the content is not interesting." Another example of how the researcher quantified the research data is by totaling the number of data entries from the different divisions, categories, and subcategories. For example, some questions within these divisions, Divisions III, IV, V, and VIII, and their data sets placed within the two broad categories, Learning Environment and Learning More About Oneself, had 87 total entries. Within these two broad categories and four divisions, there were sixteen subcategories, and four stood out significantly. The labels for these four subcategories were *Good Vibes*, *Stress*, *Relationship*, and *Distractions*.

The researcher then assigned the descriptive label Emotional Preference to represent this new successive group as another subcategory. This new subcategory, Emotional Preference, represented 53 of the 87 broad-category entries. Therefore, the researcher concluded that 61% of the data entered in these two broad categories represented how students think a learning environment and curriculum should elicit certain emotions from students to enhance the learning environment. By providing the qualitative labels and quantifying the entries according to those

labels, the researcher could draw both qualitative and quantitative conclusions regarding student-preferred learning methods and concepts and their rationale regarding those methods and concepts. Further, the researcher was able to transfer such acquired information to develop insights regarding new, student-preferred teaching and learning best practices and to develop a theory on motivation.

Results

The researcher used the following guiding questions to analyze and code all collected data: 1.) What do students like to learn in general and why? 2.) What do students believe about the teaching and learning experience and why? 3.) How do answers from both types of questions translate into successfully applied academic themes? As a result, the researcher revealed four broad categories she labeled as essential learning components, several subcategories as student-preferred learning methods and concepts, and then validated her theory of motivation called "Motivation 3.0."

The four essential learning components/broad categories are *Learning Environment*, *Learning Approach/Methodology*, *Learning Themes—People, Things, and Concepts*, and *Learning about Self*. Beneath each of these broad categories or essential learning components (as laid out in an Excel spreadsheet) is one or more Level II subcategories and, subsequently, one or more Level I subcategories. The Level I subcategory was formed as a derivative from one essential learning component and its corresponding Level II subcategory. The Level II subcategories are as follows, with their Level I subcategories listed in parenthesis: The broad category *Learning Environment* lists its subcategories as *Organization and Structure*, *Happy/Good Vibes (Relationship-Oriented),* and *Expectations (High Standards & Expertise).* The broad category *Learning Approach/Methodology* lists its subcategories as *Diversity in*

Learning (Collaboration, Primarily Kinesthetic, Primarily Visual, and Intentional Learning Inquiry). The broad category *Learning Themes—People, Things, and Concepts* lists its subcategories as *Interesting Stories or Topics (Trends and Excitement and Follow Journeys to the End).* The broad category *Learning about Self* lists its subcategories as *Distractions (Stress), Engagement Solutions (Focus Solutions), Self-Esteem (Productivity), Personally Relevant (Purpose),* and *Competition.*

Exploring and answering all three research questions not only developed the above essential broad categories and their subsequent subcategories but also produced relevant, applicable, and theory-supportive information as well. Using the participants' raw data, subsequent broad categories, and subcategories, the researcher answered the first guiding question, Question 1.) What do students like to learn and why? The researcher found a variety of data sets to saturate and exhaust her inquiry. For example, participants stated they like learning things such as "Skateboarding," "Cooking," "Games and trucking," and "How to survive in a catastrophic event." At first glance, these items seem unrelatable. However, when examined closer, these items not only communicate their literal meaning but also communicate that the participants like learning things that involve the physical act of learning, things they desire, personally exciting things, and things that are demonstrated.

To address the second part of Q1, what do students like to learn and why? The researcher extracted data sets regarding why students dedicate time and pursuit to such studies. She captured information such as "It is fun," "It gives me something to do with my talent and free time," "I have a trucking business," and "I also like watching different genres and hearing different messages." Again, on the surface, the participants stated their reasons for learning, but the researcher also extracted possible implied reasons. For example, when the participant says,

"It gives me something to do with my talent and free time," there is a lot to be inferred. For instance, things like participants like to do things that promote usefulness, relevancy, and purpose. That said, one could also extract the idea that participants like doing things that build their self-esteem, but not without additional corroborating data sets. Question 2.) What do students believe about the teaching and learning experience, and why? This question was answered by the participants when they wrote comments like, "The instructor should be strict," "Interesting," "Relatable," "Authentic," and "Interested in me." Some inferences that the researcher discovered from this data set are participants like structure, they prefer to have an interpersonal, yet professional relationship with their instructor, and they use emotions as an indicator to engage or not. Moreover, the participants stated that the rationale behind their answers ranged from "I am happier," "I feel involved," "I like to see and hear other people's points of view," and the teacher should make us "feel it is okay to make mistakes and how to fix these errors to be great." These additional comments corroborate the researcher's conjecture, but they also speak to students' desire to grow and to appreciate the opinions of others. Question 3.) How do answers from both types of questions translate into successfully applied academic themes? This research question was answered via deductive reasoning. The researcher used the participants' answers to Questions 1 and 2 to deduce participants preferred academic themes and to test them for success later. For example, a participant stated that students are looking for an "Authentic" instructor, so the researcher also used that answer to infer that the participants are also looking for an "Authentic" teaching and learning experience. On more than one occasion, participants mentioned that they like group work because of the diverse opinions that come from working in groups. They also mentioned that they like following different stories online and exciting trends. The researcher used comments like these and others to conclude that students

seek an interpersonal-professional relationship with instructors who can take their curriculum and make it personally relevant, communitive, useful, and relatable via storylines.

Finally, the researcher's deductions led to an overwhelming number of supportive data sets that helped validate her theory of motivation termed "Internal Motivation 3.0" and "Internal Motivation Extended"—collectively known as "Motivation 3.0." For example, 104 expressions were revealed in response to six questions that directly or indirectly solicited the participants' motives as they related to the given survey questions. Of those 104 data sets, 100% of the answers revealed the researcher's definition of "Motivation 3.0." Of those 104 data sets, five of the answers stated "N/A," and two stated, "I don't know," revealing a lack of awareness on the part of the participants. That said, the lack of awareness does not automatically mean those participants have "no" motives (i.e., values and beliefs) related to the question. Instead, it demonstrates that these participants subconsciously acted according to their lack of awareness. The remaining ninety-seven data sets specifically revealed participants' learning preferences (i.e., their values and beliefs about learning) and their choice to act accordingly or not to act. This data collectively supports the researcher's development of "Motivation 3.0."

Examining further, the first component of "Motivation 3.0," that is "Internal Motivation 3.0." "Internal Motivation 3.0." is a combined effort of one's mind/brain and spirit's ability to manifest the power of one's established values and belief system, coupled with one's ability to self-manage such beliefs in pursuit of their intentions (Ellis, 1974; *The Student Bible, NIV,* 1986; Simpson & Balsam, 2016;). The researcher found evidence of "Internal Motivation 3.0" when students were asked, "Do you know when your thoughts, emotions, and behaviors have become roadblocks to your goals, yes or no? Please explain." Examples of "Internal Motivation 3.0" surfaced when students revealed answers like, "When my thoughts and emotions become

roadblocks, I feel like I am at a standstill…I have to step back and [regroup]" or "I start to notice myself becoming less responsible, and I break my routine," and statements like, "I know how to block out my emotions. I tend to get my work done slower, [but] I always catch myself." These comments reflect "Internal Motivation 3.0." because the participants are not only aware of their thoughts, emotions, and behaviors that affect their motivation, but they also act to modulate their motivation levels.

In a similar fashion, the second component of "Motivation 3.0." that is, "Internal Motivation Extended," revealed itself in the collected data as well. The researcher defines "Internal Motivation Extended" as when one lacks the ability to generate "Internal Motivation 3.0," therefore admonishing said ability and extending it and the responsibility to self-manage to someone or something else. Thus, this rejects the idea of external motivation and reveals one's conscious or subconscious decision to depend on the performance of external things. In this study, "Internal Motivation Extended" surfaced when participants gave answers such as, "I don't show interest, and I start slacking…I don't show up to class, do my homework, or ask for help," and "I lose interest from time to time and sometimes feel like I should just start working." These statements are evidence of "Internal Motivation Extended" because the source of the participants' motivation subconsciously or consciously relies on their thoughts and beliefs; and yet, they offered no explanation of demonstrated effort as to how they modulated such beliefs to generate "Internal Motivation 3.0" in pursuit of their goals. In other words, each time, the participants chose not to strategically use their own values and beliefs to manifest, control, and manage their own power to generate a more effective and sustained motivation while pursuing their intentions.

Discussion and Conclusions

The main findings in this study, *Students' Motivation: The Mystery Unraveled – A Game-Changing Inquiry with Awesomely Applicable Results,* was the validation of the researcher's theory on motivation termed "Motivation 3.0" and its claim that all pursuits (including learning pursuits) are rooted in one's values and beliefs, and their ***choice*** (be it conscious or subconscious) to effectively, manifest such preferences in ways that generate and modulate success or the lack thereof. In addition to this main finding, the researcher revealed four *tested and proven* essential learning components that faculty and administrators should consider when promoting student learning, engagement, and success.

Students, Faculty, and Education Administrators should know that learning motives are internal values and beliefs that students use to reason why they will attempt to learn, quit, or stay and advance. Furthermore, knowing students' specific learning motives and various ways to apply them are KEY ingredients to engagement and sustained motivation. That said, proactively and strategically identifying, understanding, and applying students' specific learning motives (their beliefs and values regarding learning) to curriculum, campus activities, and career planning is the same as helping students to develop and modulate their personal energy and the foundation needed to sustain "Motivation 3.0." Extracted from the students' own words, they seek an interpersonal-professional relationship with instructors who can take their curriculum and make it personally relevant, communitive, useful, and relatable via storylines." This is the difference between success rates and SIGNIFICANT success rates!

Final Conclusions Tested and a Blue Brief Blueprint to Student Success!

The researcher used her concepts and the participant's/students' own voices to put her theory of "Motivation 3.0." and her concluding research idea to the test! That is—"Students seek

an interpersonal-professional relationship with instructors who can take their curriculum and make it personally relevant, communitive, useful, and relatable via storylines." This is the difference between success and SIGNIFICANT success rates.

First, the researcher carefully planned and designed her classroom tone, and second, the curriculum with the broad categories and the subcategories in mind. She considered them both as possible ideas to contemplate when preparing and engaging students. These preparations and engagement included a new textbook design, a new approach to the in-class lecture, and online teaching and learning designs.

The Tone for Curriculum, Classroom Engagements, and Online Teaching and Learning. The researcher applied these ideas and created her *signature style* of writing and curriculum—termed *Conversational Style*. The researcher intentionally conveys all written communications in the first person to create a laidback, less intimidating, interpersonal, yet professional relationship with the students because, according to the participants, students like comfortable and "happy environments" in which to learn. The researcher uses uniformity and rigor to set the standards but to make them approachable; she uses humor, emojis, simplistic instructions, consistency, and very organized logistical strategies to give the students the sense that she is approachable and that they can rely on her. Again, acknowledging participants' data sets that emphasized how important and success-dependent the relationship with the instructor is. Remember, these research data sets show that over 81% of students state that their classroom success depends more on their perception of the instructor versus the participant's own actual efforts! Furthermore, remember that the notion of an authentic, relatable, and caring relationship is extended to how well-organized the classroom logistics and the instructor are. It all works

together to develop the faculty-student relationship further, and these are just a few of the researcher's shared strategies.

Finally, the curriculum and engagement. The researcher further addresses the students' stated learning preferences and motives by creating her *signature textbook style*—coined *Textbook-Novel*. Students often stated they like learning about "others… Others' opinions…" and "following Others' stories," etc. Students also stated frequently, in the data sets, that they liked learning things that were "personal" to them and "learning from others." With all that in mind and the fact that students like "instant feedback," The researcher created the first-ever textbook novel, "Let's CHOP It Up! Conversations that Lead to Personal, Academic, and Social Success, featuring her theory on "Motivation 3.0."

In this student success curriculum, the researcher used five main characters from diverse regions, races, and socioeconomic backgrounds. Each personality emerges as a supporting character or the main character of their own story to introduce a universally relatable problem that the student or someone close to the student may be experiencing. This addresses the students' desire to learn personal, interesting, trending, and practical things. These interrelated stories keep the students engaged and anticipating the next storyline. Further, each academic lesson is seamlessly woven into the storyline, taught from the characters' perspectives. This makes the lessons relatable and easier to digest.

The lessons first provide character assessment and resolution using the theories assigned to them from the academic lessons. Then, the students practice assessing themselves and applying the assigned theories. This makes the stories and lessons more personal and all about the students. As the students go through the lessons, assessing their values and beliefs regarding each lesson, the researcher converses with them as if she is having a one-on-one with them. She

then goes through possible answers for each section, encourages the students if they are off track, and sends them to the proper sections with the proper strategies to get back on track. Again, these are just a few strategies that the researcher uses to make sure the students see that her efforts are aligned with their desire to "seek an interpersonal-professional relationship with instructors who can take their curriculum and make it personally relevant, communitive, useful, and relatable via storylines." Using "Motivation 3.0." as a framework and infusing its concepts with relatable, authentic curriculum and teaching and learning methods works remarkedly well!

Test Results/Student Success Outcomes and Student Reviews!

The researcher compared data from when she did not use one of her own signature textbooks to get a more accurate picture of how curriculum infused with her new approach—that is conversational style writing plus features from her theory of "Motivation 3.0"—would compare to one of America's leading student success textbooks. So, in that case, the researcher used data from when she employed "Oncourse," one of America's leading student success textbooks and non-signature style textbooks (NSST), to data from her new student success, *Signature Style, Textbook-Novel* (SSTN), "Let's CHOP It UP!...." featuring her theory of "Motivation 3.0" and its applied concepts.

After calculating the data via student success averages, the researcher found the following statistical results:

Table. 1.1 Traditional vs. Signature

In-class FTIC Students vs. Online FTIC Students: Yr. & Book Type 2013-2014 Oncourse, Leading Student Success Textbook (Non-Signature Textbook-Novel) 2023-2024 "Let's CHOP It Up!..." New Signature Textbook-Novel Featuring "Motivation 3.0" Concepts EDUC/PSYC 1300			
Year	**Class Type**	**Success Rate: Including Students Who Attempted Work or Not.**	**Success Rates: Including Only Students Who Attempted Work.**
2013-2014	**In class, Coll. Avg.**	**71%**	
2013-2014	**Online, Coll. Avg.**	**0.52**	
Total		**68%**	
2023-2024	**In class, Hambric Avg.**	92%	93%
2023-2024	**Online, Hambric Avg.**	74%	86%
Total		**83%**	**90%**
Total Difference		**15% INCREASE**	**7% ADDITIONAL INCREASE**

That when the researcher used one of the leading traditional textbooks and incorporated its strategies, 68% of her students passed her class with a grade of A, B, or C. But when she used her *Signature Textbook-Novel*, "Let's CHOP It Up!..." featuring her theory of motivation, "Motivation 3.0," and its concepts, 83% of her students passed her class with a grade of A, B, or C. She also found that when students who did not sign-in but remained on the roster or students who did sign-in but did not attempt any work were factored out, her success rate increased by an additional seven percentage points to equal 90%. This is a 15% increase in student success! That is the same as saying for every 1000 students that enter college, 33% drop out; however, using Motivation 3.0. and its concepts could possibly retain close to half of the students lost to the dropout rate. In other words, according to the National Center for Education Statistics (2023), more than 30% of students drop out of college. So, for every 1000 FTIC students enrolled in higher education, 670 students will advance to the next semester, and 330 will drop out. Understanding and applying "Motivation 3.0." and its concepts could be the difference between

670 students advancing vs. 720 and 330 students dropping out vs. 280. For every 50 or more students we retain, until they graduate, we are potentially contributing to economically advancing and law-abiding citizens, happier families, and ultimately realized dreams.

Looking at outcomes is one thing, but hearing from the student users adds another layer of needed authenticity. That said, according to the Higher Order Teaching & Learning Institute, students' reviews of the new *Signature* ***Textbook*-*Novel***, "Let's CHOP It Up!" featuring "Motivation 3.0." and its concepts, is reviewed as a five (5) star ratimg by more than 96% of its student-raters, as a four (4) star ratings by 3.1%, and as a three (3) star rating the other .9%. With that, this same textbook-novel has an overall satisfaction rating of 98.9% out of 100—yes, a textbook-novel has a 99% satisfaction rating (https://www.hotlinstitute.org/reviews-lets-chop-it-up/).

Research Shortcomings

As with any research, this study has shortcomings. One weakness is that the researcher could have used more up to date resources and sophisticated statistical analysis to clearly communicate whether the statistical difference in the student success outcomes produced a statistically significant difference in her success rates. Another shortcoming would be the lack of a methodological explanation for the second experiment. For example, the researcher only used her class to apply treatment. It would have been great to see the result of, say, two other instructors to see if they received similar results using her new *Signature Textbook-Novel* vs. a traditional textbook.

Concluding Thoughts

Although this research is not perfect, it brings a wealth of creditable past and present research to attest to the researcher's development of her new theory of motivation, "Motivation

3.0." In this research, the researcher debunks the staple definitions of motivation (both internal and external) and proposes and establishes a *fresh* 21st-century perspective on motivation developed from years of analytical research. The researcher uses grounded theory to highlight her game-changing, indirect approach to the grounded theory process and game-changing results. She uncovers students' learning motives and deduces various essential learning components coupled with student-preferred learning methods and concepts. Finally, the researcher reiterates and supports those concepts and her new theory of motivation, "Motivation 3.0," as she shares her statistical analysis, student outcomes, and student-user reviews after applying her research results.

This fresh take on motivation is a paradigm shift! Again, this paradigm shift is essential because "Motivation 3.0." is the fuel and foundation for everything; in this case, it is the fuel for learning. Thus, these concepts are the key to significantly impacting student success.

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