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## **Motivation Differences Between Different Groups of International Business Students in Guangdong Communication Polytechnic**

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### **ABSTRACT**

This study reviews a motivation research of 332 students in International Business from Guangdong Communication Polytechnic, conceptualized their motivation to learn International Business. The students answered a Motivation Questionnaire, which consist of 30 – item Likert-type instrument designed to provide International Business education researchers and International Business instructors with information about the students' motivation to learn International Business. The questionnaire was adopted from Glynn (2009). The students' scores on the Motivation Questionnaire were reliable and related to students' high school preparation in International Business, GPA in college International Business courses, and belief in the relevance of International Business to their careers. Students conceptualized their motivation to learn International Business in terms of five dimensions: intrinsic motivation and personal relevance, self-efficacy and assessment anxiety, self-determination, career motivation, and grade motivation (Glynn, 2009). The result of this study showed that the final year International Business students got the best performance in internal motivation, personal relevance, self-determination and self- efficacy for International Business learning. Second-year students had the best extrinsic motivation. The freshmen were the most anxiety in assessments.

Keywords: Motivation, International Business, Polytechnic Students

### **INTRODUCTION**

With the rapid development of Chinese economy, a growing number of new educational problems arose. One of the major problems for Chinese higher vocational education was the low learning motivation of students. Reviews on the motivation among Chinese students showed most of the Chinese research on motivation from different grades were focused on the students in universities. For instance, ZHOU (2015) announced that, with the rise of grades, college students' learning motivation has gradually transformed from external learning motivation to internal learning motivation. ZHOU (2015) also illustrated that the college students' learning motivation was generally affected by learning objectives, learning interests, learning adaptation, teaching level and other factors, and shows grade differences. However, the research on motivation of grade differences from Chinese higher vocational students were blank. Accordingly, this study would concentrate on the motivation differences between freshmen, second-year students and the final year International Business students in Guangdong Communication Polytechnic.

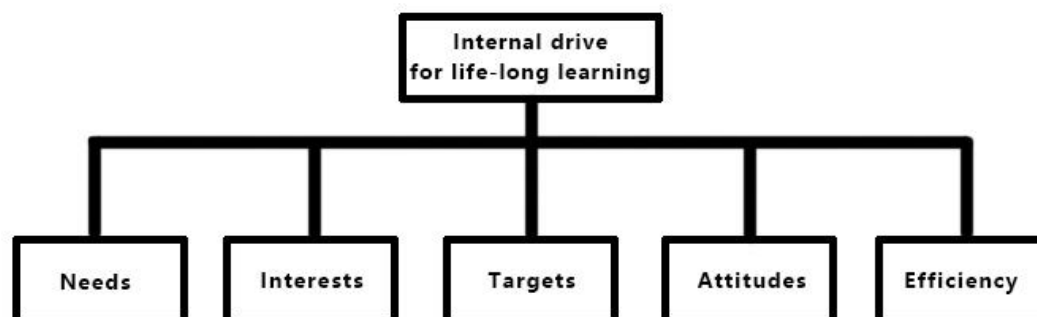
In the foreign countries, according to Singh (2011), one of the most important factors that lead one to their goals was the drive. This drive was known as motivation. The drive may come from an internal or external source. From Guruvaiah (2021), motivation was defined as an internal drive that activates behaviour and gives it direction. The term motivation theory was concerned with the processes that describe why and how human behaviour was activated and directed. The internal drive was first coined by R.S. Woodworth in 1918 to denote the motive force that motivates behaviour mentioned by professors including Singh (2011), Guruvaiah (2021), Mirhadizadeh (2016) and so on. It was an important concept in psychology, which referred to "an internal driving force generated on the basis of

the organism's needs, which was an internal stimulus. When the organism generated a need, the internal driving force caused a response to produce a stimulus, and the response led to the satisfaction of need. Adhikari. (2020), mentioned the David Pawl Ausubel (1969), announced that the internal drive had been divided into three parts: the cognitive drive, the enhancement drive and the affiliative drive. According to Locke (2019), he argued that the concept of intrinsic motivation should be limited to referring to the pleasure gained from an activity, divorced from any further elements. It meant liking the doing. The term had been confounded with a different type of motivation, which was properly labelled achievement motivation and which referred to competition against some standard of excellence (subconscious or conscious). Achievement motivation meant wanting to do well. One could like doing something and not care about how well one does it. Conversely, one could strive to do well even if one did not like an activity. The 3rd type of motivation, known as extrinsic motivation, had been focused heavily on the effect of withdrawing a monetary incentive. Locke argued that this focus was far too narrow and that extrinsic motivation should be generally defined as doing something as a means to an end. It meant doing something now in order to get something later.

Students were the centre in learning process. In this process students were influenced by several factors that came from inside and outside the students. External factors consisted of facilities, teachers, teaching aids, classroom situations, materials, approaches, methods, techniques, and others. These factors played an important role in the learning process. Internal factors included the physical and psychological conditions of students were very important factors influencing learning success, because students were the centre of the teaching and learning process (Mirhadizadeh, 2016).

One of the psychological aspects of students in learning was motivation. Motivation was considered to play a major role in the learning process, because the success of all human activities was heavily influenced by the underlying motives. Motivation influenced a person's behaviour and directs them and supports sustainability (C.Moos, 2010).

Figure 1.1



In China, from LV (2011), all the activities from human had been influenced by the internal and external drive. The internal drive motivated people to study in their whole life. This internal drive includes the needs, interests, targets, attitudes and the efficiency of study (shows in the above figure 1.1).

For the major factors to influence the internal drive, the scholars had done lots of works. For instance, ZHANG (2011), illustrated that the influences of internal drive were divided into two parts: internal (desire, cognition of the importance of study and the sense of achievement from learning) and the external (needs of self enhancement, learning surroundings, requirement from work to study, the support from family, the future benefit from learning, the emphasis from leaders, competition from society, the result of learning and the opportunities to communicate with others from learning). REN (2015), supported the internal drive was influenced by both internal (willing, interesting, and the characteristic) and the external aspects (social environment and the different location).

Internal drive could be improved by the well-built for needs of study, fulfil the learning interesting set the suitable learning target, well-built the learning attitude, to ensure the learning efficiency and the proper pressure (LV, 2011). Zhu (2016), illustrated that the six major points to improve the internal drive of learner were the proper learning target, let the student make the decision to continue or not, question mode teaching, make the learning feedback, positive guidance and set the goal orientation.

## **PROBLEM STATEMENT**

As instructors of college International Business courses responded to the need for fostering students' International Business, the important role of students' motivation had received increased attention (Zusho, 2003). Poor motivation led to low achievement (Cavallo, Rozman, Blickenstaff, & Walker, 2004) (Glynn S. M., 2006). But who were the students who were poorly motivated, and why were they poorly motivated? These were important questions for instructors of International Business who wished to improve their students' motivation. Answering these questions was difficult, particularly at institutions with large-enrolment classes, where it was difficult to know students personally. To help answer these questions, the International Business Motivation Questionnaire was developed (Glynn S. M., 2006). It had been found to be reliable and related to criterion-validity measures such as students' grades in their International Business courses and their belief in the relevance of International Business to their careers (Glynn, 2009). The International Business Motivation Questionnaire was not intended to substitute for advisement sessions with struggling students, but to provide instructors with a reliable, valid, and convenient tool for gathering information that could increase the effectiveness of those sessions. It could also be used as a tool to evaluate the effectiveness of instructional strategies and materials designed to increase students' motivation.

According to CAI (2016), the low academic achievement was made by the poor psychological factors. In her opinion, the poor psychological factors contained four majorities: lacking of learning motivation, lacking of learning willpower, lacking of learning confidence and lacking of learning passion. From XIAO (2014), the learning motivation was one of the major points to influent the academic achievement. A high academic achievement needed to be supported by strong learning motivation, well intelligence, enough family support, prefect learning way and high-quality instructors.

Although there were a lot of discussions from both overseas countries and China on the motivation differences of college students, the research on motivation differences from Chinese higher vocational students were lacking. Accordingly, this study concentrated on the motivation differences between different groups of vocational students in China.

## **LITERATURE REVIEW**

This study aimed to investigate the grade differences on motivation from the vocational school students in China. The discussion in this chapter, therefore, began with the Historical aspect of the Motivation for polytonic students in China. Secondly, the main concepts - motivation was positioning in the Study, including the integrative motivation, instrumental motivation, and internal motivation. Finally, a short summary would be illustrated in the last part of this chapter.

FENG (2004), proposed in his book educational psychology that motivation was an internal state that directly promotes the activities of organisms to meet certain needs, and defined this as the concept of motivation. Zhang (2004), also mentioned in his book educational psychology that motivation mainly refers to an individual's internal state, which relied on motivation to promote and meet certain psychological needs, and was a direct driving force. YAN (2021), explained motivation as: any stimulus would cause a situation and produce a certain reaction state, which could be regarded as motivation, which meant to encourage and stimulate the individual's internal strength, intention, desire, psychological impulse, etc. ZENG (2022) and HUANG (2015), convinced that the motivation was the psychological power or tendency to motivate individuals to engage in certain activities to achieve specific goals. Motivation provided an internal motivation for individuals to pursue specific goals. Motivation enabled individuals to consciously engage in an activity.

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ZHOU (2015), convinced the value appealed of freshmen and sophomores to "find an ideal job" was obviously higher than that of seniors. However, the value pursuit of "serving the society" of the third and fourth grade students was obviously higher than that of the first and second grade students. The internal drive of sophomore and junior college students to "improve academic qualifications" was significantly higher than that of the other two grades; The third-grade students had the strongest internal drive to "improve their own quality", and the fourth-grade students had the strongest desire to "seek a better life". However, it was less affected by the accessory drives such as "completing parents' expectations".

FENG (2004), believed that learning motivation was an internal drive for individuals to cause and maintain learning behaviour. This internal drive could promote individuals to maintain learning behaviour and achieve the desired results. This was his definition of learning motivation in the biological sense. ZENG (2022) announced that, learning motivation was the embodiment of motivation in the learning field. It was the psychological state that urged learners to carry out learning activities and achieve certain learning goals. ZHANG (2015), ensured that the learning motivation could provide positive incentives for students' academic achievement. The lower the learner motivation, the harder it was to achieve good learning achievement. WANG (2000), showed that the learning motivation was mainly contained the interest in knowledge, ability pursuit, reputation acquisition, altruistic orientation, sense of learning efficacy and attribution of success or failure and so on. ZENG (2022), had pointed that, by the influences from self-studying needs and external factors, learning motivation was not only a tendency but also a psychological tendency to encourage and maintain the studying behaviour leading by the target.

WANG (2021), announced that, most of the college students were lacking of the learning motivation and the learning motivation would be affected by demographic characteristics including the Gender, Origin, Grade and so on. LIU (2019), illustrated the learning motivation would be influenced by family environment factors such as the education degree of parents, income of family, parenting style and so on. GUO (2021), pointed out that, the learning motivation would be affected by psychosocial factors like the social supports, self-efficacy, anxious and so on.

Wisnuwardhani (2022), mentioned educator Gardner and Lambert distinguished between integrative motivation, which was based on learners' desire for successful communication and integration into the target culture, and instrumental motivation, which emphasized the utilitarian and pragmatic reason for learning a language. From Khau (2021), integrative motivation theory of Falk had been mentioned about. In Falk's opinion, in terms of integration motivation, the most successful students in learning the target language were those who like to speak the language, appreciate the culture, and were eager to be familiar with and even integrate into the society using the language.

The terms intrinsic motivation and extrinsic motivation were introduced by (Fishbach, 2021). According to (Fishbach, 2021), intrinsic motivation referred to the motivation to engage in an activity, because the activity was pleasant. Extrinsic motivation referred to the action taken to achieve a certain instrumental purpose in order to obtain a reward or prevent punishment. College students with intrinsic motivation participate in learning activities for reasons such as curiosity and challenge, whereas students with extrinsic motivation participate for external motivating factors such as grades and rewards. Similarly, M.Ryan (2020), assumed intrinsic motivation was the active integrative tendency, which was based on interest and curiosity and leads to satisfaction and joy, while extrinsic motivation concerns actions performed for reasons other than inherent satisfaction. And the four subtypes of extrinsic motivation in self-determination theory (SDT) consists of external regulation, introjected regulation, identified regulation and integrated regulation (M.Ryan, 2020). Intrinsic motivation and extrinsic motivation were not dichotomous; instead, extrinsic motivation may be internalized and autonomous, and extrinsically motivated behaviours can have an influence on intrinsic motivation by satisfying autonomy, competence and relatedness needs (M.Ryan, 2020).

Motivation includes autonomous motivation and controlled motivation; autonomous motivation involves both intrinsic motivation and the types of extrinsic motivation (identified regulation and integrated regulation) in which people recognized the value of an activity and integrate it into their sense

of self; controlled motivation comprises both external regulation (reward, punishment) and introjected regulation (avoidance of shame, approval motive) in which people suffered from pressure and anxiety (M.Ryan, 2020).

In this chapter, according to the review on the motivation theories. The discussion of seminal frameworks demonstrated and reviewed past research related to the current study. Generally, this chapter had presented a detailed review of the literature deemed relevant to the research objectives. The methodology of the present study would be discussed in the next chapter.

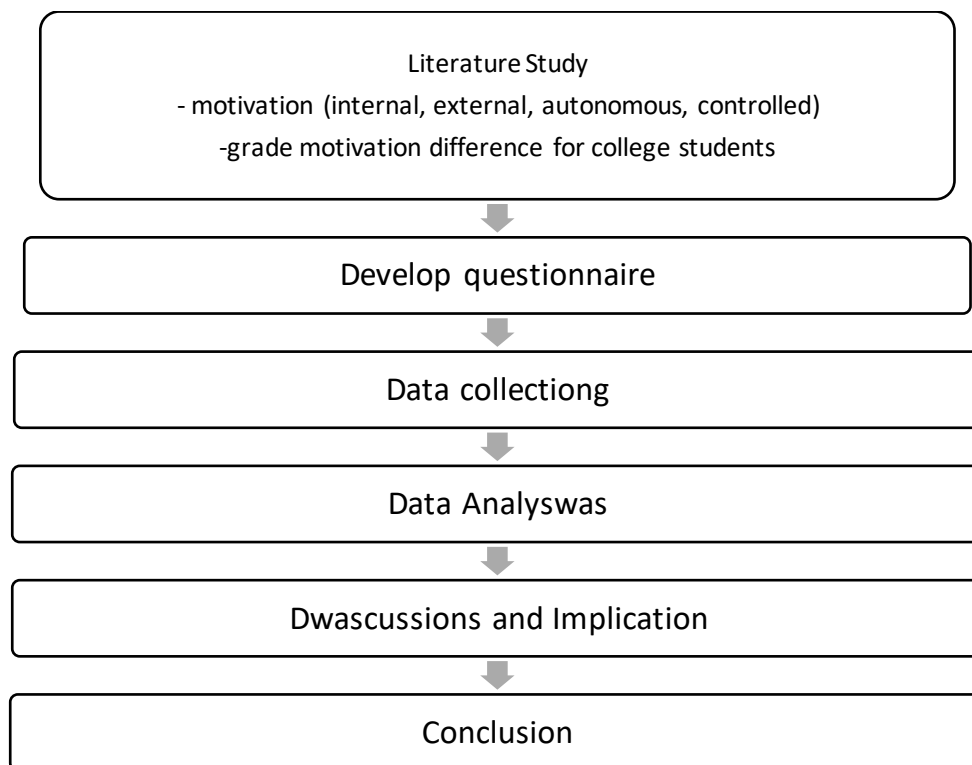
## METHODOLOGY

In the above two chapters, the conceptual framework, theories implemented and literature for this dissertation had been illustrated and reviewed. Following the above two chapters, the research methodology showed in this chapter. Also, the reason why the research methodology had been used in it was presented. At the beginning of this chapter, the quantitative method was presented. Then the sampling and the data collection was the next illustration. In the end, the procedures of data analysis were presented.

### Research Design

**Figure 3.1**

Overview of Overall Structure Research Methodology



Based on Figure 3.1 above, this figure illustrated the overall structure of the research methods embedded. The first stage of the study was based on the literature review and the development of research methods. It begins with a review of topics related to requirements analysis and methodology. The theme of the current research was the analysis of the motivation. There were four main variables: internal motivation, external motivation, autonomous motivation and controlled motivation.

In the final stage, the data were analysed to answer each research question, and the research results were explained and discussed in detail in Chapter four. The last stage of this study was related to the conclusions and suggestions.

### Population and Sampling

Sampling refers to the “process of drawing a number of individual cases from a larger population” (Ishak, 2014). Sampling was used to “gain insight into a larger population without studying each member of the population” (ibid). A non-probability judgement sampling technique would be employed by the researcher to select a representative sampling of the subjects in this study. This type of sampling, Washak, (2014) mentioned that the Neuman (2003) was usually used in explanatory research to select members of a specialised population. In addition, this technique was described by (Ruth Endacott, 2005) as representatives-based sampling. Choosing the subjects using the judgment (purposive) sampling was based on the researcher’s own judgment. states that “one needs to select a sample from which one can learn the most”. Using the purposive sampling would help researchers of “discovering, gaining insight and understanding into a particular chosen phenomenon”. More importantly, the purposive sampling, according to Long (2005), was used in many needs analysis studies.

According to the above sampling review, this study consisted of three major groups showed in the following table 3.1.

**Table 3.1**

Population and Sampling of this Study

Population	Sampling
Chinese vocational school students major in International Business	96 final year students
	106 second year students
	130 first year students

The main reasons of the final year students were chosen by this study were illustrated in the following: Firstly, the final year students in China faced to the internship in companies. However, other grade students normally had no this kind of chance from the arrangement of college. Secondly, the age was normally older than second year students and freshmen. The final year students seemed to be more mature than others. lastly, the final year students would be soon to leave the familiar surroundings in campus. From the above three main reasons, the final year students were needed to be selected as a sample.

The main reasons of the second-year students were chosen by this study were illustrated in the following: At first, second year students were more mentally and physically stable than final year and freshmen. Cause they just spent whole year in adapted the university life and study. The nest year for them still the same as this year. Then, they seemed to be more stable than other grade students. Moving to the next point, the second-year students were more confident than the freshmen. Most of the things in life were under controlled. Coming now to the final reason, the second-year students were more clam

than the final year students. The final year students had to leave the college and faced the social problems and challenges. This kind of unknown situation would cause the anxiety to them. According to the above three main reasons, the second-year students were needed to be selected as a sample.

The majorities of the freshmen were chosen by this study were illustrated in the following: Firstly, the freshmen were the new for the college, they took a curiosity to everything in the campus. Secondly, the freshmen had to adapt the differences between the life in high school and the college. Thirdly, the freshmen had to adapt the differences between the study in high school and the college. Accordingly, the freshmen were needed to be selected as a sample.

### **Data Collection**

In China, all the vocational schools were two semesters per year. Normally, the first semester starts at February and ends in July. The second semester begins on September and ends in January. Each semester was fulfilled within 5 months which were equal to 18 weeks. For this study, the data were collected within 18 weeks in the semester of academic year 2021/2022. The data collecting of this study was carried out through quantitative research instruments.

The questionnaire in the Appendix A: Questionnaire of International Business Motivation was original from (Glynn S. M., 2009). Accordingly, the reliability and the validity of this questionnaire were tested. A follow-up study (Glynn S. M., 2006) provided additional evidence of the reliability of this Questionnaire items: The Cronbach coefficient alpha was 0.93. ( $r = 0.51, p < 0.01$ ), providing evidence of criterion-related validity. The statements were easy to read: The Flesch-Kincaid formula indicates readability at the sixth-grade level. Students respond to each of the 30 randomly ordered items on a five-point Likert-type scale of temporal frequency ranging from 1 (never) to 5 (always). The anxiety about International Business assessment items was reverse scored when added to the total, so a higher score on this component meant less anxiety. The Motivation Questionnaire maximum total score was 150 and the minimum was 30. Students who score from 30 to 59 were “never to Rarely” motivated, 60–89 were “Rarely to sometimes” motivated, 90–119 were “sometimes to often” motivated, and 120–150 were “often to always” motivated.

1. The internal motivation for International Business learning including the items 1, 16, 22, 27, and 30;
2. The extrinsic motivation for International Business learning including the items 3, 7, 10, 15, and 17;
3. The personal relevance for International Business learning including the items 2, 11, 19, 23, and 25;
4. The self-determination (responsibility) for international Business were items 5, 8, 9, 20, and 26;
5. The self-efficacy (confidence) in learning International Business were items 12, 21, 24, 28, and 29;
6. The anxiety about International Business assessment were items 4, 6, 13, 14, and 18.

### **RESULTS**

According to the data from motivation questionnaire:

1. The total score was 31496 with 332 questionnaires. Thus, the average score for International Business students in Guangdong Communication Polytechnic was 94.86747;
2. freshmen got the total score 12252 with 130 questionnaires. Thus, the average score for freshmen was 94.24615;
3. second-year student got the total score 10089 with 106 questionnaires. Thus, the average score for second-year students was 95.17925;



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4. final-year students got the total score 9155 with 96 questionnaires. Thus, the average score for final-year students was 95.36458.

Totally speaking, from the average score for all the International Business students in Guangdong Communication Polytechnic, they sometimes to often motivated. The final-year International Business students in Guangdong Communication Polytechnic got the best performance in learning motivation. Otherwise, the freshmen were the worst.

Coming to the next results, from the data of motivation questionnaire:

Table 3.2

1. Internal motivation for International Business learning							
Students	1. I enjoy learning the International Business	16. The International Business I learn was more important to me than the grade I receive.	22. I find learning the International Business interesting	27. I like International Business that challenges me	30. Understanding the International Business gives me a sense of accomplishment	total score	average score
Final year students	311	329	318	303	321	1582	16.47917
Second year students	351	366	329	325	350	1721	16.23585
Freshmen	417	436	393	385	411	2042	15.70769

From the above table 3.2 the final year students were the best for Internal motivation for International Business learning. With increasingly more time spent in Polytechnic, the performance of Internal motivation for International Business learning was getting better.

Table 3.3

2. Extrinsic motivation for International Business learning							
Students	3. I like to do better than the other students on the International Business tests	7. Earning a good International Business grade was important to me	10. I think about how learning the International Business can help me get a good job	15. I think about how my International Business grade would affect my overall grade point average	17. I think about how learning the International Business can help my career	total score	average score
Final year students	321	336	320	284	322	1583	16.48958

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Second year students	337	406	366	332	368	1809	17.06604
Freshmen	404	477	431	417	431	2160	16.61538

From the above table 3.3 the second-year students were the best for Extrinsic motivation for International Business learning.

Table 3.4

3. Personal relevance for International Business learning							
Students	2. The International Business I learn relates to my personal goals	11. I think about how the International Business I learn would be helpful to me	19. I think about how I would use the International Business I learn	23. The International Business I learn was relevant to my life	25. The International Business I learn has practical value for me	total score	average score
Final year students	304	327	312	297	316	1556	16.20833
Second year students	327	366	347	309	344	1693	15.9717
Freshmen	410	441	426	384	402	2063	15.86923

From the above table 3.4 the final year students were the best for Personal relevance for International Business learning. With increasingly more time spent in Polytechnic, the performance of Personal relevance for International Business learning was getting better.

Table 3.5

4. The self-determination (responsibility) for International Business							
Students	5. If I am having trouble learning the International Business, I try to figure out why	8. I put enough effort into learning the International Business	9. I use strategies that ensure I learn the International Business well	20. It was my fault, if I do not understand the International Business	26. I prepare well for the International Business tests and labs	total score	average score
Final year students	312	312	311	246	318	1499	15.61458

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Second year students	341	328	326	295	333	1623	15.31132
Freshmen	416	407	383	389	392	1987	15.28462

From the above table 3.5 the final year students were the best for the self-determination (responsibility) for International Business. With increasingly more time spent in Polytechnic, the performance of the self-determination (responsibility) for International Business was getting better.

Table 3.6

5. The self-efficacy (confidence) in learning International Business							
Students	12. I expect to do as well as or better than other students in the International Business course	21. I am confident I would do well on the International Business labs and projects	24. I believe I can master the knowledge and skills in the International Business course	28. I am confident I would do well on the International Business tests	29. I believe I can earn a grade of "A" in the International Business course	total score	average score
Final year students	342	330	329	330	328	1659	17.28125
Second year students	385	335	349	334	333	1736	16.37736
Freshmen	438	394	402	377	386	1997	15.36154

From the above table 3.6 the final year students were the best for the self-efficacy (confidence) in learning International Business. With increasingly more time spent in Polytechnic, the performance of the self-efficacy (confidence) in learning International Business was getting better.

Table 3.7

6. The anxiety about International Business assessment							
Students	4. I am nervous about how I would do on the International Business tests	6. I become anxious when it was time to take a International Business test	13. I worry about failing the International Business tests	14. I am concerned that the other students were better in International Business	18. I hate taking the International Business tests	total score	average score
Final year students	279	262	289	240	206	1276	13.29167

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Second year students	322	302	331	293	259	1507	14.21698
Freshmen	415	425	456	369	338	2003	15.40769

From the above table 3.7 the final year students were the least anxiety about International Business assessment. With increasingly more time spent in Polytechnic, the anxiety about International Business assessment was getting less.

## DISCUSSION

According to the average score for all the International Business students in Guangdong Communication Polytechnic, they sometimes to often motivated. The final-year International Business students in Guangdong Communication Polytechnic got the best performance in learning motivation. Otherwise, the freshmen were the worst.

Although the total trend of this questionnaire was the motivation getting stronger when the time flied, in the detail questions from questionnaire got some differences. For instance, the best performance of questions “I enjoy learning the International Business”, “The International Business I learn was more important to me than the grade I receive”, “Earning a good International Business grade was important to me”, “I think about how learning the International Business can help me get a good job”, “I think about how learning the International Business can help my career”, “I think about how the International Business I learn would be helpful to me” and “I expect to do as well as or better than other students in the International Business course” was second-year students. Also, for the freshmen, they were the best in questions: “It was my fault, if I do not understand the International Business”, “I think about how I would use the International Business I learn” and “I think about how my International Business grade would affect my overall grade point average”. These differences would be cared from the teacher who wanted to motivate the vocational school students.

Undoubtedly, it could not be ignored the limitation of this study. The first limitation was the sample size. The samples were totally from one polytechnic. It should not represent all the vocational school students. Secondly, the major of students was International Business, the other majors might have some differences by compared with this result. Finally, the questions on the questionnaire were only 30. These 30 questions may not present all the aspects for the motivation.

In the further study, when the time and the found was enough, the sample size can be improved. Also, the questionnaire can be enhanced. The other major of students can be considered into this study.

## CONCLUSION AND IMPLICATIONS

The result of this study illustrated the final year International Business students in Guangdong Communication Polytechnic got the best performance in internal motivation, personal relevance, self-determination and self- efficacy for International Business learning. Second-year students had the best extrinsic motivation. The freshmen were the most anxiety in the assessment. When the students spent more time in Polytechnic, the more motivated would be got, although there were some differences in the detail questions. This trend was almost the same like the students in college presented by (ZHOU, 2015). Accordingly, the instructors in vocational school were needed to pay attention to the level of motivation for the students and try them best to improve the internal motivation of students.

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## APPENDICES

Appendix A: Questionnaire of International Business Motivation

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Questionnaire of International Business Motivation					
Fill in the table with "√" follow the questions.					
Never = 1					
Rarely = 2					
Sometimes = 3					
Usually = 4					
Always = 5					
	Never	Rarely	Sometimes	Usually	Always
1. I enjoy learning the International Business.					
2. The International Business I learn relates to my personal goals.					
3. I like to do better than the other students on the International Business tests.					
4. I am nervous about how I would do on the International Business tests.					
5. If I am having trouble learning the International Business, I try to figure out why.					
6. I become anxious when it was time to take a International Business test.					
7. Earning a good International Business grade was important to me.					
8. I put enough effort into learning the International Business.					
9. I use strategies that ensure I learn the International Business well.					
10. I think about how learning the International Business can help me get a good job.					
11. I think about how the International Business I learn would be helpful to me.					
12. I expect to do as well as or better than other students in the International Business course.					
13. I worry about failing the International Business tests.					
14. I am concerned that the other students were better in International Business.					
15. I think about how my International Business grade would affect my overall grade point average.					
16. The International Business I learn was more important to me than the grade I receive.					
17. I think about how learning the International Business can help my career.					
18. I hate taking the International Business tests.					



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19. I think about how I would use the International Business I learn.					
20. It was my fault, if I do not understand the International Business.					
21. I am confident I would do well on the International Business labs and projects.					
22. I find learning the International Business interesting.					
23. The International Business I learn was relevant to my life.					
24. I believe I can master the knowledge and skills in the International Business course.					
25. The International Business I learn has practical value for me.					
26. I prepare well for the International Business tests and labs.					
27. I like International Business that challenges me.					
28. I am confident I would do well on the International Business tests.					
29. I believe I can earn a grade of "A" in the International Business course.					
30. Understanding the International Business gives me a sense of accomplishment.					