Accounting Students' Motivation in Classroom Effects on Their Critical Thinking and Psychological Well-Being
Through Edpuzzle and Clear Coaching

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The capacity for rational and objective analysis, evaluation, and application of information is known as critical thinking. For accountants, who must base their decisions and judgments on financial data, rules, and laws, it is an essential talent. In terms of psychology, students' well-being is a dynamic concept that encompasses social, psychological, and subjective aspects in addition to health-related behaviors that arise from educational events that support students in their quest for meaning and guidance in life as well as assist them in realizing their full potential. This study aims to investigate if Edpuzzle and Clear Coaching tools improve students' motivation, which in turn leads to better critical thinking abilities and psychological health. The study was carried out in an accounting class utilizing the action research approach. The study involved thirty-five accounting students. According to the study, students with strong psychological health and critical thinking abilities behave more effectively and thoughtfully, pose more difficult questions, and engage fully in the learning process. This demonstrates that when teaching and learning are conducted with the appropriate resources, students' motivation can rise.

Keywords: student motivation, edpuzzle, clear coaching, psychological well-being, education, action research.

Student Motivation

High-motivation students typically achieve the best learning results. Motivation is very helpful in promoting perseverance in putting effort into a learning assignment and attempting novel strategies. While student attributes have a significant impact on motivation, which varies across different learning areas, the classroom atmosphere also has a significant impact on student motivation. The students' motivation can be supported and encouraged through various tactics. Many theories define motivation as the need to satisfy psychological requirements for competence, autonomy, connection, or belonging. (Robinson, 2023; Oyserman, 2014; Wigfield, Mason-Singh, Ho & Guthrie, 2014; Schweinle, Meyer & Turner, 2006; Patall, Cooper, Robinson, 2008).

Higher achievement and good motivation are strongly correlated with positive relationships with educators. The degree of emotional and social support that students perceive has an impact on their motivation. Students who feel their educators don't care about what they are learning report feeling less motivated and performing worse. Studies have indicated that students' interactions with educators are very crucial (Robinson, 2023; Patall, Cooper,

Robinson, 2008; Schweinle, Meyer & Turner, 2006). All students need to feel supported and cared for, and educators should be curious about their thoughts, feelings, and academic work. Make an effort to convey that you are concerned about the progress of every student. While threats, sarcasm, orders, and forced goals cause students to have unpleasant affective experiences, sensitivity and friendliness to them improve the affective climate of the classroom. When students feel that their school is fair, trustworthy, and focused on everyone's welfare, and when they are socially accepted by both educators and peers, their motivation is at its highest (Robinson, 2023; Oyserman, 2014; Wigfield, Mason-Singh, Ho & Guthrie, 2014).

In environments that are viewed as unwelcoming and untrustworthy, motivation is often lowest. Students are more inclined to embrace the ideals promoted by the school when they feel strongly that they belong in both the class and the institution. Students from negatively stereotyped groups are particularly perceptive to indicators of reliability and belonging. Educators are powerful individuals who have the power to influence relationships in the classroom and give students a sense of belonging. Make sure that there are lots of opportunities for students to interact positively with one another. In addition to appreciating kids' social and cultural identities, strive to foster a sense of belonging. Students will become more motivated and feel more a part of the group through activities that foster a sense of purpose (Robinson, 2023; Kılıç, Kılıç & Akan, 2021).

Students show higher motivation and perceptions of competence in classrooms that are marked by positive attitudes and emotions as well as high levels of interest in the activities completed. Students who participate in activities and assignments that are relevant to their interests perceive learning to be easier, more enjoyable, and more relatable to their daily lives. They also do better than students who do not receive personalized content. Students are better able to make the connection between their prior knowledge and academic learning when information is linked to their interests (Rone, Guao, Jariol, Acedil-lo, Balinton & Francisco, 2023; Skinner & Belmont, 1993).

Well-selected materials and resources can pique students' interest, as can activities that create tension or pose thought-provoking questions. Offering a variety of options and incorporating practical exercises related to the subject matter increase interest even more. However, take care not to overly embellish or add extraneous elements to a work in a way that lessens its educational value. Students can modify academic difficulties to fit within the context of their interests if they are invited to do so. However, task interest is more complicated than just letting students work on projects that interest them (Robinson, 2023; Rone, Guao, Jariol, Acedil-lo, Balinton & Francisco, 2023; Skinner & Belmont, 1993).

Encouraging a pleasant effective climate in the classroom can help students feel better about the material they are learning, and using techniques like humor can make them like it even more. Students' attention might also be piqued by an educator's passion for the material or assignment. Studies reveal that when educators stress the significance of mastering a specific technique or topic, learners become more motivated. Although it's crucial to choose the ideal amount of challenge, students tend to assign less weight to learning tasks in classes that are too easy or too difficult (Robinson, 2023; Skinner & Belmont, 1993).

Motivation is impaired when students feel they have no control over a situation. Giving students options and encouraging their initiative improves their motivation, effort, interest, pleasant feelings, and perceptions

of their competence and control in addition to their accomplishments. When given the choice to choose test items from a variety of possibilities, most students perform better on self-adapted assessments. Offering options can also encourage students to take calculated risks and foster an interest in specific subjects. Making choices available to students requires careful planning, with the basis being your students' comprehension and decision-making skills (Robinson, 2023; Rone, Guao, Jariol, Acedil-lo, Balinton & Francisco, 2023)

Some students may require support to make the right decisions. Selecting options should take into account the needs and abilities of the students as well as their interests. However, don't try to fit every learning activity into a student's current interest set at the expense of the learning process's quality or the chance to spark curiosity and advance knowledge in a new subject. The educator may present a list of activities connected to the subject, or the students may choose to choose their assignments to do. They may also be involved in assigning tasks, selecting student work groups, and determining the chronological sequence in which they must be completed. For students with self-regulation skills, having the freedom to select how to allocate their time and between multiple versions of an assignment may be the most motivating factor. However, it's crucial that all students can select the tools and activities they want to use, not only the top performers (Robinson, 2023; Skinner & Belmont, 1993).

The Critical Thinking Skills

Critical thinking is "the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking" (Lau & Chan, 2017). Critical thinking is important to students in helping them to become an excellent employee or entrepreneurs because with these skills they can identify issues/problems in a complex situation and able to assess and justify the situation, able to think beyond boundaries at most times and provide challenging views and able to make decision-based on real solid evidence and to identify the source of evidence (Whiley, Witt, Colvin, Sapiains Arrue & Kotir, 2017; Edwards, 2015; Flood, 2015; Facione, & Gittens, 2015).

Critical thinking can also play an important part in cooperative reasoning and constructive projects. Critical thinking can help acquire knowledge, strengthen arguments, enhance work processes, and improve social institutions. Critical thinking is companionable with thinking "out-of-the-box", challenging consensus, and pursuing less popular approaches. Critical thinking is an indispensable component of creativity because of the need to assess and improve creative ideas (Ikayanti, Suratno & Wahyuni, 2017; Gormley, 2017; Whiley, Witt, Colvin, Sapiains Arrue, & Kotir, 2017).

Most employers are not looking for employees with highly specialized academic skills, merely those with good thinking and communication sciences. Employees need to learn quickly and can solve problems, think creatively, and gather and analyze information meaningfully. Many of the highest-paying jobs require critical thinking skills, such as generating effective ideas and reaching important decisions. Job interviewers often ask applicants questions that test their ability to think critically. Critical thinking skills may also be a deciding factor when an employee seeks a promotion (Danczak, Thompson & Overton, 2017; Moore & Morton, 2017; Weiner, 2017).

Psychological Well-being

Psychological well-being refers to positive mental states (i.e. satisfaction, happiness, sadness) (Ryff & Singer, 2013; Salami,

2010; Ryff & Keyes, 1995; Ryff, 1989). According to Turashvili and Japaridze (2012), students' well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors resulting from educational gatherings that both guide students in the search for significance and instruction in life and help them see their true potential. The students need to be in a psychologically healthy condition to attain their life goals and gain academic success. Students' academic performance can be affected by the stressful atmosphere that leads to psychological distress (Dwyer & Cummings, 2001). Students' learning, success and quality in education can be elevated by emotional intelligence, self-efficacy, and psychological well-being (happiness, life satisfaction and depression) (Salami, 2010).

The most important ingredients in psychological well-being are happy feelings brought on by something a person enjoys and the feeling that life has purpose and meaning. The term "Hedonic" wellbeing refers to the subjective feelings of happiness and the term, "Eudaimonic" wellbeing refers to the purposeful aspect of psychological well-being (Ryff, 1989; Ryff & Keyes, 1995; Ryff & Singer, 2013). The psychologist, Ryff (1989), has developed a very clear model (see Table 1) that breaks down Eudaimonic well-being into six broad facets associated with optimal psychological functioning as follows: 1) self-acceptance; 2) positive relations; 3) autonomy; 4) environmental mastery; 5) purpose in life and 6) a sense of personal growth.

Table 1

The Ryff Scales of Psychological Well-Being

	High scorer	Low scorer
Self-acceptance	Possesses a positive attitude toward the self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past life.	Feels dissatisfied with self; is disappointed with what has occurred with past life; is troubled about certain personal qualities; wishes to be different than what he or she is.
Positive relations with others	Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships.	Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.
Autonomy	Is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards	Is concerned about the expectations and evaluations of others; relies on judgments of others to make important decisions; conforms to social pressures to think and act in certain ways.
Environmental mastery	Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values	Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lacks sense of control over external world.
Purpose in life	Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living.	Lacks a sense of meaning in life; has few goals or aims, lacks sense of direction; does not see purpose of past life; has no outlook or beliefs that give life meaning.
Personal growth	Has a feeling of continued development; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.	Has a sense of personal stagnation; lacks sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors.

Source: Six domains of Psychological Well-Being (Ryff, 1989)

Edpuzzle and C.L.E.A.R Coaching

Edpuzzle is a web-based interactive video and formative assessment tool that lets users crop existing online videos and add content to target specific learning objectives. Instructors can search the extensive library or upload their videos to customize them with voice-overs, audio comments, embedded assessment questions, and additional resources. Edpuzzle is a motivating, dynamic, and novel self-learning tool for students. Likewise, the professors point out that it is easy to use, focuses the attention of students, and is versatile.

The CLEAR model was formulated in the early 1980s by Professor of Leadership Peter Hawkins, then of Bath Consultancy Group. CLEAR operates under the idea that to achieve maximum workplace performance, it is no longer enough to be just a manager – directing and orchestrating actions – you must often intervene in the processes of staff and act as a catalyst, or a guide to their development. The model places a strong emphasis on the need for coaching and mentoring in today's fast and competitive business environment. CLEAR coaching is a question-driven framework designed to help individuals achieve transformational change rather than just helping them achieve a specific goal (Hawkins & Carr, 2023 Hawkins,

2022). Coaching refers to the skill of helping others unleash their potential to achieve their desired goals (Rosinski, 2003). According to Sir John Whitmore (2009), 'Coaching is unlocking a person's potential to maximize their performance. It is helping them learn rather than teaching them.

In addition to this coaching, a series of conversations occurs between the coach and coachee (Starr, 2008). Coaching also refers to a systematic process to improve a person's ability and performance in the teaching and learning process by giving guidance and feedback (Redshaw, 2000). Moreover, coaching enables individuals to acquire the knowledge and skills they need to develop their professional practice and work to become more effective (Stone, 1999). In general, it is a method for helping people to achieve their goals or objectives. Coaching helps improve not only a person's ability, skills, and performance but also his or her job satisfaction and motivation (NHS, 2005).

According to Thomas and Smith (2009), the benefits of coaching in education are different for students, educators, and institutions. For students, coaching can improve motivation, decision-making, and relationships with peers, teachers, or lecturers. It also can increase resilience and self-awareness. In addition, it can enhance student's understanding of how to think or learn and create readiness to accept and act upon feedback.

Critical thinking skills and positive psychological well-being are important to students in providing them to become excellent employees or entrepreneurs because with these skills they can put themselves in the working environment and community. Positive psychological well-being of students develops students' constructive attitude toward challenges faced. Critical thinking skills and positive psychological well-being are important to students in

providing them to become an excellent decision maker (Deep, Salleh & Othman, 2019; Hansen, 2006; Herdini, Suyitno & Marwoto, 2019; Najah, Rohmah, & Susilo, 2019; Pratama, Cahyono & Aggraito, 2019; Üstün, 2006). Realizing the importance of critical thinking skills and positive psychological well-being to accounting students and the lack of literature on these aspects, the researcher did a study to investigate how the Edpuzzle and Clear Coaching approach can enhance critical thinking skills and positive psychological well-being among accounting students.

This study is significant for the proper recognition of the improvement of accounting students' critical skills and psychological well-being. Students will obtain a clearer view and more hands-on problem-solving exercises with the guidance of their lecturers. This will further enhance students' knowledge of the importance of mastering their competencies basic skills so they will try to do their best. This may lead to better enthusiasm and develop good study habits. This study may heighten their awareness in identifying the learning tasks that are well developed as well as the least. This may further be a motivating factor to adopt measures and new strategies for the improvement of students' skills.

Method

This study employed action research. Action research is open-ended where it does not begin with a fixed hypothesis. It begins with an idea that the practitioner developed. The research process is the developmental process of following through with the idea, seeing how it goes, and continually checking whether it is in line with the expectations of the practitioner. Action research is viewed as a type of self-evaluation. It is used widely in professional contexts such as appraisal, self-assessment and mentoring. The methodology of action research means that the practitioner has to

evaluate what he/she is doing. The practitioner needs to check constantly that what he is doing is working. This awareness of the need for self-evaluation shows one willingness to accept responsibility for his thinking and actions.

The lecturer observation checklist and field notes were used by the lecturer/ researcher to obtain data throughout the intervention. This tool provides information on changes in how well his/her students understand and apply the skill strategies throughout the time.

There were 35 accounting students under study. In this study, the lecturer is acting or behaving as if she is 'the instructor' in the learning session. The measurement instruments used are the Critical Thinking Skill Rubric and Ryff's Scales. In this study, the researcher's reflection and observation checklist were used to gather data throughout the intervention. This provides information on changes /improvements in how well the students develop participation, reaction and understanding.

Observation and Reflection

Students were asked to mention/write their feedbacks on their learning experience and how they think it helped them to understand their topics with the use of Edpuzzle and Clear coaching approach. In this study, the researcher tested three elements from Ryff's Scales; Positive relations with others, Environmental mastery and Personal growth. Semi-structured interviews were conducted with the students to explore more on their feelings about the class and the effectiveness of that teaching session. The reflections were done by the lecturer on every phase.

Results and Discussion

A summary of the critical thinking assessment based on many criteria is presented in Table 2. The objective of the examination

is to rate the participants' critical thinking skills across a range of characteristics. Below is the analysis of the data:

1. Identifying Issues/Problems and Assessing/Justifying Situations:

The first criterion evaluates how well participants can recognize issues or problems in complex settings, as well as evaluate and justify such situations. The research reveals that 71% of participants met this requirement, showing a modest level of competency in identifying issues in challenging situations.

2. Analysing Issues/Problems and Assessing/Justifying Situations:

The ability of participants to analyse issues within complex circumstances and support their conclusions is evaluated by this criterion. 74% of participants, according to the data, met this requirement, indicating a marginally better level of proficiency in analysing complicated topics and defending one's judgments.

3. Developing and Improving Thinking Skills:

The ability of participants to improve their cognitive abilities through time is assessed by this criterion. According to the statistics, 72% of participants met this standard, indicating that a sizable majority of them showed the ability to improve their cognitive abilities through the activity.

4. Thinking Beyond Boundaries and Providing Challenging Views:

This factor evaluates how well people can think outside the box, provide novel viewpoints, and think creatively. The statistics indicate that 70% of participants met this

requirement, which shows that a significant fraction could think creatively and provide opposing ideas.

5. Making Decisions Based on Solid Evidence and Identifying Sources:

This criterion evaluates participants' capacity to base decisions on reliable information and recognize the sources of the information. The research shows that 74% of participants met this requirement, indicating that a significant portion of them were able to make decisions supported by actual, and trustworthy evidence while being able to identify the sources.

Overall, an analysis of this critical thinking rubric assessment revealed that the majority of participants demonstrated competency in a range of critical thinking abilities. However, there is room for improvement, particularly in terms of the ability to think creatively and articulate divergent opinions. These findings provide teachers with helpful data to adapt interventions and instructional strategies to help students further develop their critical thinking skills, which will eventually support their academic and professional development.

Table 2

Critical Thinking Skill Rubric

Critical thinking criteria	Able to identify issue/problem in a complex situation and able to assess and	Able to analyze issue/problem in a complex situation and able to assess and justify the situation.	Able to develop and improve thinking skills. Able to analyze and clearly explain a situation and assess the discussion.	Able to think beyond boundaries at most times and to provide challenging views.	Able to make decision based on real solid evidence and to identify the source of evidence.

	justify the situation				
Participants	71%	74%	72%	70%	74%

From the interviews in the class, students' reactions according to Ryff's scales were:

The positive relations with others

"I can communicate with my friends and collaboratively find the solutions for the case"
"My friends assist me in answering the exercise"

The interviews and observations revealed that students have a warm, satisfying, trusting relationship with others. They cared with each other and tried to help others' problems with high intensity. The relationship showed genuine gestures with so much affection.

Environmental mastery

''I feel happy in the classroom ''
"I understand more about the case which makes it less stressful!"
"I feel good cause the other students will guide me"

The student has a sense of mastery and competence in managing the environment, handling difficult situations and making the best use of surrounding opportunities. They were able to understand suitable contexts for their personal needs and values.

Personal growth

"It gives me a great experience in understanding the case"
"I feel more confident in solving the case and not afraid to share opinions"

Students had the feeling of continuous development and were able to see future undertakings. They were opened to new experiences, possible potential, self-improvement and self-knowledge.

Conclusion

In conclusion, Edpuzzle and Clear coaching techniques have enhanced motivation among students in the classroom. The classroom learning process is more intense where students are taking part in discussions and asking questions. By fostering an interactive and supportive learning environment, these tools help students engage more deeply with course material, enhancing their ability to think critically and solve complex problems. Furthermore, the clear coaching approach contributes to students' psychological well-being by providing them with the guidance and support they need to thrive academically and personally. Overall, these strategies offer a promising avenue for improving both the academic performance and overall well-being of accounting students.

Acknowledgment

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