



DOI: <https://doi.org/10.57125/FS.2026.06.20.11>

How to cite: Aliyeva, G. S. (2026). Psychological dimensions of the impact of grading and assessment on the formation of learning motivation: An examination in the context of Azerbaijan. *Futurity of Social Sciences*, 4(2), 227-241. <https://doi.org/10.57125/FS.2026.06.20.11>

Psychological Dimensions of the Impact of Grading and Assessment on the Formation of Learning Motivation: An Examination in the Context of Azerbaijan

Aliyeva Gozal Samad

PhD student, Baku State University, Azerbaijan, Baku, <https://orcid.org/0009-0001-3788-1142>

***Correspondence email:** gevaali1@gmail.com.

Received: March 6, 2026 | **Accepted:** May 25, 2026 | **Published:** June 17, 2026

Abstract. This study examines the psychological mechanisms by which grading and assessment shape students' motivation to learn, with a particular focus on intrinsic and extrinsic motivational processes. Through an extensive review of current literature and an analysis of contemporary practices within the Azerbaijani education system, the dual role of assessment is highlighted - as both a catalyst for engagement and a potential source of anxiety and disengagement. Drawing on core theories such

as Self-Determination Theory, Mindset Theory, and Attribution Theory, the study explores how formative and summative assessment practices impact academic behaviours, emotional well-being, and long-term educational goals. Findings indicate that while externally driven motivation triggered by grades can yield short-term performance boosts, intrinsic motivation - nurtured through constructive feedback, fair assessment, and supportive learning environments - has a more sustainable impact on learners. In the Azerbaijani context, where traditional grading remains predominant, pilot studies suggest that psychologically informed formative assessment strategies show promising results. The paper concludes with policy recommendations for designing assessment systems that foster autonomy, competence, and relatedness among students.

Keywords: Learning motivation, assessment, grading, educational psychology, feedback, Azerbaijan, formative assessment, student resilience.

Introduction

Learning motivation is widely recognised as one of the most critical determinants of academic success, cognitive development, and the formation of lifelong learning habits. It encompasses the internal and external forces that initiate, direct, and sustain goal-oriented behaviours in educational settings (Schunk et al., 2014; Ryan, 2020). Motivation is shaped by a complex interplay of individual characteristics - such as self-concept, goal orientation, and personal interest - and contextual factors, among which the system of grading and assessment occupies a central place (Deci et.al., 2000).

Globally, assessment systems have traditionally served the dual purpose of measuring learning outcomes and providing feedback to guide instruction. However, the psychological implications of grading extend far beyond their measurement function. Grades can significantly affect students' emotional states, academic self-concept, and willingness to engage with challenging material (Schunk et al., 2014). The dichotomy between intrinsic and extrinsic motivation is particularly relevant in this context. Intrinsic motivation, which arises from genuine interest and the satisfaction of learning itself, tends to be supported by environments that offer autonomy, competence-enhancing feedback, and a sense of relatedness (Ryan & Deci, 2020). In contrast, extrinsic motivation - driven by external rewards such as grades, certificates, or approval - can produce short-term compliance but may undermine deeper engagement when used excessively or punitively (Deci, et.al., 2000).

Research Problem

The main research problem addressed in this study is the examination of students' motivation and the impact of assessment procedures.

Research focus

This study examines how the grading process influences students' learning motivation and curiosity in educational settings.

Research aim and questions

This study delves into the psychological dimensions of grading and assessment within the specific cultural and systemic context of Azerbaijan. It aims to critically examine how current assessment practices influence students' motivational orientations, emotional well-being, and long-term academic trajectories. By integrating international theoretical frameworks with local empirical data, the study provides evidence-based recommendations for optimising assessment to support sustainable motivation for learning.

Literature review

In Azerbaijan, the educational landscape has long been dominated by summative assessment practices, including high-stakes examinations and traditional grading systems that emphasise outcomes over learning processes. The centralised university entrance examination (State Exam Committee, 2025) exerts a powerful influence on instructional practices, often reinforcing rote memorisation and teaching to the test (Hasanov et al., 2019). Nevertheless, recent educational reforms, supported by the Institute of Education of the Republic of Azerbaijan, have introduced pilot programs to integrate formative assessment strategies that prioritise student reflection, feedback, and continuous improvement (Ministry of Science and Education, 2023). Despite these efforts, systemic challenges persist, including insufficient teacher training in assessment literacy, deeply embedded exam-oriented cultures, and limited institutional capacity to support psychologically informed assessment practices (Institute of Education, 2020).

The role of measurement and evaluation in education is quite important (Avan, Akbaş & Gülgün, 2019). The extent to which teaching objectives are achieved, the identification of students' readiness and prior knowledge at the beginning of instruction, their misconceptions, cognitive, affective, and psychomotor characteristics, the determination of knowledge-learning deficiencies in the learning-teaching process and the shaping of the learning-teaching process, the determination of learning levels and changes in cognitive, affective, and psychomotor skills at the end of the process, and the guidance of students towards areas where they can improve themselves are all realized through the measurement and evaluation process (Şahingöz & Yıldırım, 2022).

A good assessment process is needed to make sound decisions about students, thanks to valid and reliable measurement results. In traditional assessment, however, it is not possible to determine how the student learns the information, how the information is structured, or how the student thinks

and communicates (Öncü, 2009). Based on this reasoning, in the assessment process to be carried out within the learning-teaching process, in addition to the tools included in the scope of traditional assessment, tools from alternative assessment should also be used (Şahingöz & Yıldırım, 2022). When the literature is examined, alternative assessment can be explained as assessment activities that include all assessments outside the traditional assessment circle, which only contains multiple-choice, true-false, and short-answer items with only one correct answer, that evaluate not only the product but also the learning process, that students are responsible for the learning process, that contribute to their learning in addition to giving grades to the student, that provide feedback on the student's development and learning deficiencies, and that contribute to the student's active participation in teaching by placing the student at the center (Çepni et al., 2007). Alternative assessment is a system that focuses on performance and addresses the student's competencies more comprehensively from cognitive, affective and psychomotor perspectives.

Alternative assessment encourages students to use their own skills and knowledge, rather than determining how previously learned skills and knowledge are understood and interpreted. Alternative assessment is a process that allows teachers and students to make decisions about students' developmental progress by applying assessment methods beyond traditional measurement and enables active participation in the evaluation of their own performance (Kavaliauskienė, Kaminskienė & Anusienė, 2007). In traditional assessment, measuring cognitive skills and concluding are the main principles. However, problems arise in fully evaluating students in such an assessment situation. Because the student may not be successful in the assessment process due to some environmental factors, such a situation does not mean that the student does not have the knowledge; it only indicates that the failure occurred due to negative conditions. The techniques used in traditional measurement and evaluation are based on rote memorisation, do not fully measure attitudes, values, and judgments, generally rely on immediate answers from students during exams, cannot evaluate the learning process, are teacher-centred, and focus on measuring students within a limited time. While these techniques are sufficient for measuring basic knowledge and skills, they are insufficient for assessing higher-level skills and for conducting multifaceted evaluations.

Research methodology

General background

This research adopts a mixed-methods design with a strong qualitative orientation, supported by quantitative analysis to ensure depth and validity. The methodological framework comprises four interrelated components: a comprehensive literature review, theoretical analysis, document analysis, and empirical qualitative data collection, supplemented by secondary quantitative data.

The initial phase involved an extensive review of international and Azerbaijani scholarly sources, including peer-reviewed journal articles, academic monographs, and doctoral dissertations. Key databases such as Scopus, Web of Science, ERIC, and the Azerbaijani Scientific Electronic Library were searched using combinations of keywords including learning motivation, grading, formative assessment, educational psychology, and Azerbaijan. This review established the theoretical and empirical foundation for the study.

The second phase focused on in-depth theoretical analysis. Four major motivational theories were examined to construct the analytical framework:

Self-Determination Theory (SDT): Emphasises the satisfaction of basic psychological needs - autonomy, competence, and relatedness - as essential for intrinsic motivation and well-being (Ryan et al., 2020; Deci et al., 2000).

Attribution Theory: Explores how students' causal explanations for success and failure influence their emotional responses and future effort (Weiner, 1985).

Mindset Theory: Distinguishes between fixed and growth mindsets, highlighting the role of beliefs about intelligence in shaping responses to academic challenges (Dweck, 2006).

Self-Efficacy Theory: Focuses on students' beliefs in their ability to organise and execute the courses of action required to achieve academic goals (Bandura, 1997).

The third phase comprised document analysis of national education policies, curriculum frameworks, and assessment guidelines published by the Ministry of Science and Education of the Republic of Azerbaijan and the Institute of Education (Institute of Education, 2020). This analysis situated the study within the local policy context and provided insight into officially sanctioned assessment practices.

Participants and sampling

Qualitative data were collected through semi-structured focus group discussions conducted in four public and two private secondary schools in Baku and regional centres. A total of 48 students (10th and 11th grades) and 24 teachers participated. Discussions explored perceptions of grading fairness, emotional responses to assessment, and the perceived impact of feedback on motivation. Additionally, in-depth case studies were developed for two schools that had implemented formative assessment pilot programs for at least two academic years. These case studies involved classroom observations and interviews with school administrators, teachers, and students.

Instrument and Procedures

A semi-structured interview was conducted during the research. The interview questions were presented to the participants by the author, and the first question concerned the consent form for voluntary participation.

Finally, comparative analysis was employed to situate Azerbaijani assessment practices within an international context, drawing on documented experiences from Estonia and Finland - countries recognised for progressive formative assessment frameworks (Brookhart, 2017).

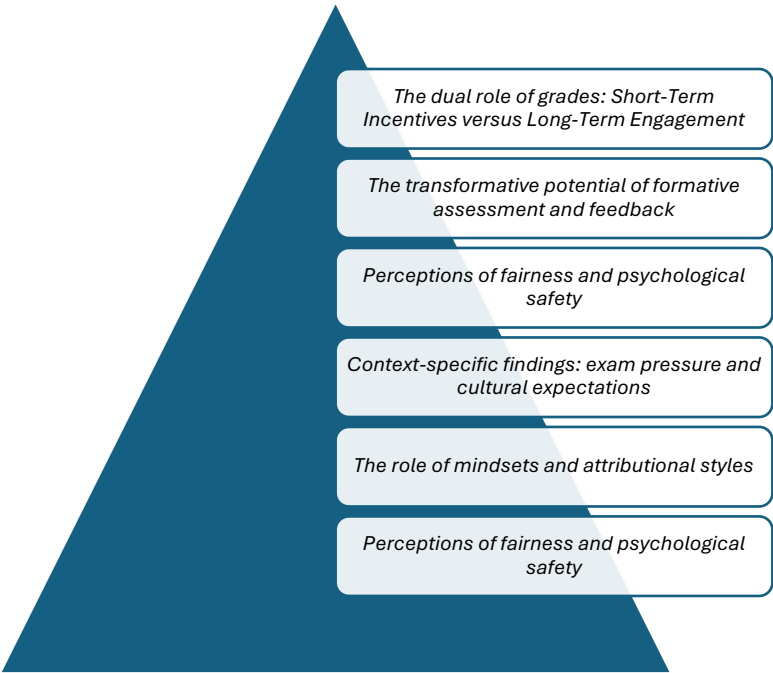
All qualitative data were analysed using thematic analysis, with coding performed independently by two researchers to ensure reliability. Quantitative data were analysed using SPSS (version 26), employing descriptive statistics and Pearson correlation coefficients.

Results

The findings of this study reveal multiple interconnected psychological and contextual dimensions through which grading and assessment influence student motivation in Azerbaijan. These findings are organised into six thematic areas.

Figure 1

Contextual dimensions



The dual role of grades: Short-Term Incentives versus Long-Term Engagement

Consistent with prior research, grades were found to serve as powerful extrinsic motivators, producing immediate behavioural compliance. Students reported that achieving high marks provided short-term satisfaction, social recognition, and access to educational opportunities. However, this motivational effect was frequently accompanied by a shift in focus from learning processes to performance outcomes. Students described prioritising memorisation over understanding and engaging in strategic study behaviours solely to maximise test scores. This finding aligns with SDT's proposition that excessive external control undermines intrinsic motivation (Ryan et al., 2020).

The transformative potential of formative assessment and feedback

Case study schools that had adopted formative assessment practices demonstrated notable improvements in student engagement and self-regulation. Teachers in these schools utilised descriptive feedback focused on specific next steps, self-assessment protocols, and goal-setting conferences. Students reported increased willingness to take intellectual risks, make mistakes, and experiment with new learning strategies. These findings are consistent with the seminal work of Black and Wiliam and Brookhart (Brookhart, 2017; Wiliam et al., 1998), which established the positive effects of formative feedback on motivation and achievement. In contrast, students in schools where feedback was limited to grades or vague comments expressed frustration and uncertainty about how to improve.

Perceptions of fairness and psychological safety

Perceived fairness emerged as a critical mediator of the relationship between assessment and motivation. Students consistently reported that motivation was enhanced when grading criteria were transparent, applied consistently, and aligned with the taught content. Conversely, perceptions of unfairness - particularly in oral examinations and project assessments - were associated with feelings of anger, helplessness, and disengagement. Teachers acknowledged that maintaining objectivity in subjective assessment formats remained a persistent challenge (Institute of Education, 2020). The data suggest that ambiguity in assessment practices erodes psychological safety, which is essential for students to engage in the risk-taking behaviours that characterise deep learning (Deci et al., 2000).

Context-specific findings: exam pressure and cultural expectations

The Azerbaijani context is characterised by heightened exam-related stress, particularly among students in their final years of secondary education. Many students reported physical symptoms of anxiety, including sleep disruption, loss of appetite, and emotional exhaustion. The high levels of anxiety associated with national high-stakes examinations have been identified as a significant barrier to maintaining resilient learning motivation within the Azerbaijani school context (Karimova, 2020). These experiences align with Pekrun's control-value theory, which posits that achievement emotions

arise from students’ appraisals of control over academic activities and the value they ascribe to outcomes (Wigfield et al., 2019).

Cultural expectations significantly amplified extrinsic motivation. Students consistently referenced family pressure to achieve high scores, linking academic success to family honour and future socioeconomic status. This cultural dimension reinforced a “learning for grades” orientation, often at the expense of intrinsic interest. The findings underscore the need to consider sociocultural factors in assessment reform (Hasanov et al., 2019).

The role of mindsets and attributional styles

Classroom environments that encouraged students to interpret academic setbacks as temporary and attributable to effort or strategy - rather than fixed ability - were associated with higher levels of academic resilience. Students in such classrooms demonstrated greater persistence in the face of difficulty and more adaptive responses to low grades. These findings support Dweck’s mindset theory and Weiner’s attributional framework (Weiner, 1985; Dweck, 2006). However, the prevalence of fixed-mindset messaging was noted in several schools, particularly where teachers emphasised ability-based comparisons.

Structural and systemic constraints

Teachers identified several structural barriers to implementing psychologically informed assessment practices. These included high-stakes examination pressure, rigid curricula, large class sizes, and insufficient time for planning and feedback. Teachers who had received training in formative assessment acknowledged its benefits but noted that systemic constraints often limited its sustained implementation. Conversely, teachers who adhered strictly to traditional methods often cited these same constraints as justifications for maintaining existing practices. The findings suggest that sustainable reform requires attention to both teacher capacity and systemic conditions (Institute of Education, 2021).

Results of the independent samples T-test are described in the following table:

Table 1

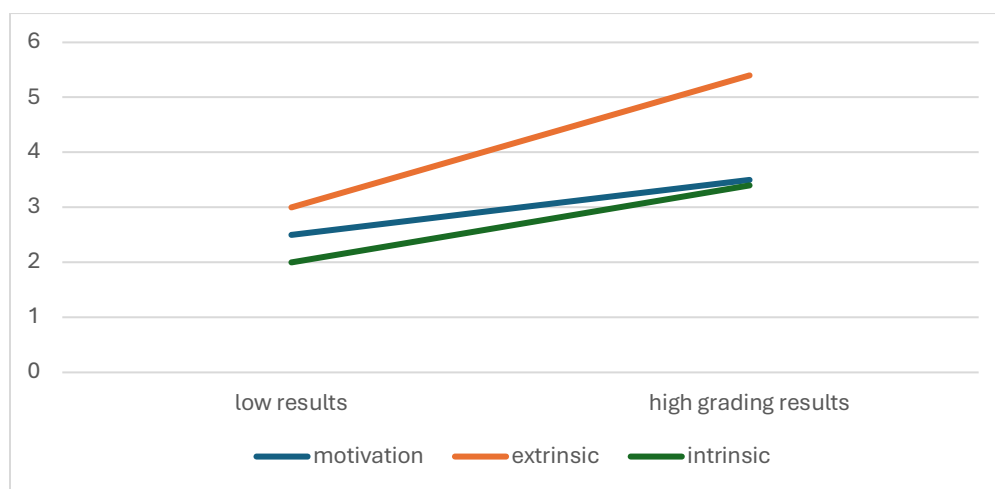
t-test results

	Impact t-test for Equality of Means	P-value	Mean Difference	Std. Error Difference
Motivation	-0.314	0.512	0.47	0.13
Assessment	-6.24	0.00	-1.14	0.19

The students' interview results related to the motivational factors were demonstrated in the following chart:

Figure 2

The relation between grading and students' motivation



According to the results, grading and assessment procedures have a greater impact on students' extrinsic motivation than on intrinsic motivation (mean=3.21; SD=1.11 (intrinsic motivation); mean=4.7; SD=1.3 (extrinsic motivation). There was a positive statistically significant correlation between 2 variables: motivation and grading ($r=0.47$; $df=46$; $p=0.002$).

Discussion

The findings of this study illuminate the complex and context-dependent relationships between grading, feedback, fairness, and student motivation in Azerbaijan. The study reinforces the relevance of Self-Determination Theory's core propositions: when assessment practices are perceived as controlling, they undermine autonomy and competence, thereby eroding intrinsic motivation (Deci et al., 2000). The powerful influence of family expectations and high-stakes examinations in Azerbaijan creates a motivational climate that prioritises extrinsic outcomes over intrinsic engagement. This external pressure often results in learning strategies oriented toward risk avoidance and surface-level memorisation, rather than mastery and understanding.

The study highlights the critical role of feedback as a motivational driver rather than merely a tool for error correction. Consistent with the work of Hattie and Timperley, effective feedback is forward-looking, specific, and focused on factors within the student's control (Hattie et al., 2007; 2021). In Azerbaijan, while the inclusion of explanatory comments alongside grades represents progress, the

findings suggest that more substantial shifts are needed. Truly impactful feedback requires moving beyond grades entirely in formative contexts, emphasising dialogue, self-assessment, and actionable guidance that frames learning as a developmental process (Black et al., 1998).

Perceived fairness emerged as a cornerstone of psychological safety and sustained motivation. When students perceive assessment practices as transparent and equitable, they are more likely to remain engaged and willing to invest effort. Conversely, perceptions of unfairness - often stemming from vague criteria or inconsistent application - can trigger disengagement and defensive learning behaviours (Institute of Education, 2021). Teachers require not only clear frameworks for fair assessment but also ongoing professional development to implement these frameworks effectively.

The study also acknowledges that while formative assessment is strongly supported by evidence for its motivational benefits, summative assessment remains necessary for certification, progression, and accountability. The challenge in Azerbaijan's exam-focused system lies in the dominance of summative practices that overshadow formative approaches. Sustainable reform requires rebalancing this dynamic through policy changes that protect time for formative assessment, provide resources for professional development, and reduce the frequency and weight of high-stakes summative assessments.

Individual differences in students' responses to assessment outcomes underscore the importance of self-efficacy, mindset, and emotional regulation (Bandura, 1997; Pekrun, 2006). Students with high self-efficacy and growth-oriented mindsets are better equipped to interpret constructive criticism as opportunities for growth. However, the current lack of robust psychological support systems - including school counselling, social-emotional learning programs, and peer mentoring - limits students' capacity to develop these adaptive responses. Expanding such supports is crucial for reducing the negative psychological impacts of assessment and sustaining healthy motivation.

Finally, the findings emphasise that assessment reform must be culturally sensitive. The deeply entrenched exam-oriented culture and strong family expectations in Azerbaijan mean that policy changes alone are insufficient. Parents and communities must be engaged to understand the value of formative assessment and to broaden definitions of academic success to include individual progress and deeper learning. Teachers require not only training and resources but also professional autonomy to adapt assessment practices to their specific contexts. Without this cultural alignment, reform efforts risk being undermined by traditional attitudes and systemic pressures.

Conclusion

This study demonstrates that grading and assessment practices exert profound psychological effects on students' motivation to learn. When assessment is designed and implemented with

attention to transparency, meaningful feedback, and psychological safety, it can significantly strengthen both academic outcomes and mental well-being. Azerbaijan's recent initiatives to integrate formative assessment and develop psychological support structures are encouraging. However, systemic transformation requires coordinated action across multiple domains.

First, teacher education and professional development must be reimaged. Pre-service programs should include mandatory modules on assessment literacy, motivational psychology, feedback strategies, and social-emotional learning. Ongoing professional development should be school-based, practical, and supported by coaching and mentoring. Teachers must be granted the planning time and autonomy needed to implement formative assessment effectively without the constant pressure of rigid curricula.

Second, national assessment policies and curriculum frameworks should embed formative assessment as a core feature of everyday learning. Policies should prioritise formative practices and reduce the dominance of high-stakes summative assessments where possible. Schools should be supported in adopting diverse assessment methods, including portfolios, project-based tasks, and performance assessments that emphasise progress over final grades. The university entrance examination system should be reviewed to reduce excessive pressure and to recognise broader competencies beyond test performance.

Third, investment in school counselling and social-emotional learning is essential. Every school should have access to trained counsellors and psychologists who can help students build resilience, manage stress, and develop healthy mindsets toward learning. Social-emotional learning should be embedded across curricula to strengthen students' self-awareness, emotional regulation, and decision-making skills.

Finally, these reforms require broad cultural support. Families must be engaged as partners through public awareness campaigns and community programs that emphasise the value of deeper learning and personal growth beyond grades. By investing in teacher capacity, redesigning policies, expanding psychological support, and fostering cultural openness to change, Azerbaijan can create conditions for a new generation of resilient, self-regulating, and deeply engaged learners.

Suggestions for Future Research

As the size of the sample is rather small, the survey results cannot be generalised to the entire population at large. The study should be considered an exploratory investigation aimed at identifying potential issues and trends for further research. Future research should build on this study by developing additional approaches and methodological explanations. Experimental designs are particularly recommended to examine the relationship between students' motivation levels and teachers' grading criteria. In addition, cross-sectional studies are needed to capture the impact of the

independent factors over time, especially ethnic, gender, nationality and diversity factors. Future investigations should focus not only on secondary and higher educational settings. Moreover, assessment skills are a main part of the competence of university teachers and influence students' achievements and learning outcomes. These directions will have a positive effect on the education system, students' achievement, and the creation of a supportive, positive environment in modern educational settings.

Acknowledgments

The author thanks the Institute of Education of the Republic of Azerbaijan for access to survey data, and the participating schools, teachers, and students for their valuable contributions.

Conflict of interests

The author declares no conflict of interest.

Author contribution

The author solely contributed to the conceptualisation, methodology, investigation, writing - original draft preparation, writing - review and editing, and final approval of the manuscript.

Funding

This research received no external funding.

References

- Aliyeva, S., & Huseynov, E. (2022). Psychological well-being and academic achievement: A study of Azerbaijani university students. *International Journal of Psychology and Educational Studies*, 9(2), 410-425.
- Avan, Ç., Akbaş, V., & Gülgün, C. (2019). Öğretmenlerin ölçme değerlendirmeye yönelik tutumları: Kastamonu örneği [Teachers' attitudes toward measurement and evaluation: The case of Kastamonu]. *Gazi Eğitim Bilimleri Dergisi*, 5(3), 20-31. <https://doi.org/10.30855/gjes.2019.05.03.002>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.
- Bernaus, M., & Gardner, R. C. (2008). Teacher motivation strategies, student perceptions, student motivation, and English achievement. *The Modern Language Journal*, 92(3), 387-401. <https://doi.org/10.1111/j.1540-4781.2008.00753.x>

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74. <https://doi.org/10.1080/0969595980050102>
- Brookhart, S. M. (2017). *How to give effective feedback to your students* (2nd ed.). ASCD.
- Çepni, S., & Ayvaci, H. Ş. (2007). Fen ve teknoloji eğitiminde alternatif (performans) değerlendirme yaklaşımları [Alternative (performance) assessment approaches in science and technology education]. In S. Çepni (Ed.), *Fen ve teknoloji öğretimi* (pp. 390-406).
- Chamberlin, K., Yasué, M., & Chiang, I. C. A. (2023). The impact of grades on student motivation. *Active Learning in Higher Education*, 24(2), 109-124. <https://doi.org/10.1177/1469787418819728>
- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House.
- Fulmer, S. M., & Frijters, J. C. (2009). A review of self-report and alternative approaches in the measurement of student motivation. *Educational Psychology Review*, 21(3), 219-246. <https://doi.org/10.1007/s10648-009-9107-x>
- Guliyeva, N. (2021). The role of digital assessment tools in enhancing student engagement in Baku's secondary schools. *Azerbaijan Journal of Educational Studies*, 64(3), 12-25.
- Hasanov, A., Mammadov, R., & Gurbanova, L. (2019). The impact of formative assessment on student motivation in Azerbaijani secondary schools. *Azerbaijan Journal of Educational Studies*, 2(1), 55-69.
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102/003465430298487>
- Institute of Education of the Republic of Azerbaijan. (2020). *National student motivation survey report*.
- Institute of Education of the Republic of Azerbaijan. (2021). *Teacher perceptions of fairness in assessment*.
- Karimova, Y. (2020). Assessment-related anxiety among high school students during the State Examination Center (SEC) exams in Azerbaijan. *Journal of Educational and Social Research*, 10(5), 88-99.

- Kavaliauskienė, G., Kaminskienė, L., & Anusienė, L. (2007). The challenges for ESP learners: Alternative assessment of performance and usefulness of class activities. *Studies About Languages*, 10, 75–81.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254–284.
- Lumsden, L. S. (1994). Student motivation. *Research Roundup*, 10(3). <https://eric.ed.gov/?id=ED369142>
- Martin, A. J., & Marsh, H. W. (2009). Academic resilience and academic buoyancy: Multidimensional and hierarchical conceptual framing of causes, correlates and cognate constructs. *Oxford Review of Education*, 35(3), 353–370. <https://doi.org/10.1080/03054980902934639>
- Mikayilova, U., & Kazimzade, E. (2017). Facing the research challenges: Lessons learned from monitoring studies on education reforms in Azerbaijan. In *Reimagining utopias: Theory and method for educational research in post-Socialist contexts* (pp. 181–198). SensePublishers.
- Ministry of Science and Education of the Republic of Azerbaijan. (2023). *Development strategy for education in the Republic of Azerbaijan: Focus on assessment reforms*.
- National Research Council. (2003). *Engaging schools: Fostering high school students' motivation to learn*. National Academies Press.
- OECD. (2023). *PISA 2022 results (Volume II): Learning during–and from–disruption*. OECD Publishing.
- Panadero, E. (2017). A review of self-assessment: Underlying mechanisms and pathways to improve self-regulation. *Frontiers in Psychology*, 8, Article 1209.
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>
- Richardson, M., Abraham, C., & Bond, R. (2012). Psychological correlates of university students' academic performance: A systematic review and meta-analysis. *Psychological Bulletin*, 138(2), 353–387.
- Ryan, R. M., & Deci, E. L. (2020). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. Academic Press.

- Sadigova, S. I., Aliyeva, K. R., Ahmadova, V. S., Rzayeva, G., Aliyeva, K. M., & Huseynova, F. (2026). *Teachers' views on the integration of artificial intelligence in assessing and providing feedback on EFL academic writing in Azerbaijan*. Research Square. <https://doi.org/10.21203/rs.3.rs-9514620/v1>
- Şahingöz, Ş., & Yıldırım, H. İ. (2022). Fen bilimleri öğretmenlerinin ölçme ve değerlendirme öz-yeterlik inançlarının bazı değişkenlere göre incelenmesi [Examination of science teachers' measurement and evaluation self-efficacy beliefs according to some variables]. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 22(4), 1467-1493. <https://doi.org/10.17240/aibuefd.2022.22.74506-920706>
- Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.
- Seifert, T. (2004). Understanding student motivation. *Educational Research*, 46(2), 137-149.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92(4), 548-573.
- Wigfield, A., & Gladstone, J. R. (2019). What does expectancy-value theory have to say about motivation and achievement in times of change and uncertainty? *Educational Psychologist*, 54(1), 15-32.
- Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302-314. <https://doi.org/10.1080/00461520.2012.722805>
- Zins, J. E., & Elias, M. J. (2007). Social and emotional learning: Promoting the development of all students. *Journal of Educational and Psychological Consultation*, 17(2-3), 233-255. <https://doi.org/10.1080/10474410701413152>