



## Investigating the factors of students lack of interest in physics at Kunduz University

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**Abstract.** The general purpose of this study is to investigate the factors of student's slack of interest in physics at Kunduz University. The present research is based on an applied purpose, and in terms of nature and descriptive-survey method. Information and data were collected through a questionnaire. The statistical population in this study is all students of the physics department of the Faculty of Education of Kunduz University with 100 students. Because the statistical population in this study was sufficiently accessible and researchable, no sampling was used. The results obtained from this research in response to the students' questionnaire hockey is that Kunduz University does not have a suitable educational environment, i.e. that Kunduz University has suitable repairs for education, amusement park, equipped dormitory, equipped library, internet club, gym, There is no green space...

Also, at the level of shortage of professional professors or professional lecturers, the results of hockey research show that the physics department of Kunduz University does not have professional professors with sufficient experience and that is why their exam questions are not standard and they do not use any appropriate educational methods in psychology. They are also not aware so that they can understand the individual differences of students and adopt appropriate teaching methods.

**Keywords:** Lack of interest, students, suitable educational environment, professional professors (professional lecturers), attitude of professors.

## 1. Introduction

Efficient manpower is the main factor in the development of societies, so investing in the development of manpower in today's world has a high priority and also more use of efficient manpower is more important to community officials. In this regard, motivation as a factor in creating movement in humans and directing their movement has been hardly considered by community officials. Motivation increases efficiency and causes a person to use his talent and ability at a higher level and with greater satisfaction. If people are not motivated enough to study, they will not want to study and will not have good grades and will not have better academic achievement (Mohammad Salehi, 74). Physics is derived from the Greek word *Physikos*, meaning nature, and physics means nature. Therefore, natural science is called physics (Hussain Novin, 8). Research as a set of innovative, creative, systematic and planned activities and in order to expand the boundaries of scientific knowledge and reduce the treasures of human knowledge (Ayatullah Karimi, 2). Student dropout is one of the major problems of higher education centers in the country. Every year, universities accept new students and graduate students, and this continuous cycle of paying attention to the quality of education has a special place (Maria Cheraghi, 2). The most basic and complete definition of his motivation is: "The inner factor and force that causes a person's behavior and leads in a certain direction and explicitly forces him to a certain activity." (Hadi Mokhtari, p. 65, 2015). Motivation, as an internal psychological concept, was not of interest to behaviorists, but behavioral goals included two aspects, which are to predict the response, with a known stimulus; identify the stimulus, with a known response (Gary Pay, p. 28, 2012). Interest can be considered as a combination of curiosity and motivation, which is in fact an effective and motivating force in doing work (Katayoun Arfaie, 29). "Gage Weber Lanier likens motivation to the engine or steering of a car, which compels a person to act to achieve a certain goal." Rush has considered motivation as the highest way of learning" (Parvin Molavi, p. 54, 2007). One of the effective methods is to establish an emotional relationship and motivate students by conducting attractive chemistry experiments (Farhad Motamednia, p. 2, 2013). Motivating people, including students, is a difficult and complex task. Students need strong and high motivations for work and activity and should have high motivations for teaching science and educational progress. Teachers should provide many opportunities to discover the talents and development of students (Niknami, 2006, p. 143). Attracting informative attention is necessary to focus the minds of students. It should be noted that the best training and educational materials will not be useful as long as the learner is not interested in learning their content and has a positive attitude. The more motivated the person is, the more he pursues his goal and for a longer period of time. Conversely, the less motivated he is, the sooner the person gives up the activity and pursues the goal. (Maleki, 1386, p. 298). One of the most important educational tasks of a teacher is to create motivation for learning, motivation is the inner state of the individual that causes the behavior to continue until reaching the goal (Parisa Heydari, p: 429, 2016). Interest is a unique emotional variable. In addition, the effects of interest on educational processes are supported by neurological findings. Motivating and making students interested in reading and research requires attention and organizing it through the curriculum (Saidah Edna Khalili, p. 2, 2015). Tayebah Ferdowsi in her research has received various factors in students' inattention and disinterest in lessons that the factors related to the teacher and the physical environment

have the greatest impact on students' inattention (Ferdowsi, 2006, pp. 21-40). Ali Akbar Amin Beidakhti and Maryam Daraei believe that personality type, apathy, parental status (interest, education and income), ignorance of the labor market situation and students' evaluation of the social status of humanities are effective in choosing the field of study of high school students and Finally, it has influenced their orientation towards the humanities. (Beidakhti, Daraei, pp. 1-24). Khadijah Hossain Bigzadah says that using a visual lesson plan to understand concepts, using a historical lesson plan including biographies of scientists, and using simple laboratory tools while teaching can be a way to eliminate students' lack of interest in physics. (Hussain Beigzadah, 2014, pp. 16-20). Azadah Mirzaei and Ali Reza Sadaghinia in a study found that factors such as teachers 'use of traditional teaching methods and lack of knowledge of new, active and motivating teaching methods, lack of use of new media, teachers' inability to simplify concepts of mathematical problems, The use of incorrect methods to evaluate students, the weak base of mathematics and physics of learners are all cases that have made students uninterested in math and physics lessons that teachers pay attention to in this area. (Mirzaei and Sadaghinia, 2015. pp. 2 - 23).

## **2. Research Methods**

This research is applied in terms of purpose and in terms of nature and descriptive-survey method. The present study is a mixed research (library and field). This research has been done in natural environment without experimental manipulation, the data obtained from the statistical population have been analyzed in an explanatory manner. The results of this research can be used for planners and educational organizations and those interested in this research.

## **3. Interest**

Interest in the term psychology means motivation, curiosity, concentration, attention and desire. The concept of interest is having the desire for any activity and doing something. The concept of interest has been mentioned in many books, including (Parsa, 2014, p. 191). The term interest has been studied from many perspectives. Sometimes interest is evaluated in terms of time, and sometimes interest is evaluated in terms of spontaneous frequency, the appearance of a behavior, and actions. Motivation is the most important condition for learning. Interest in learning products is a factor that is related to the student's personality and ability, homework characteristics, incentives and other environmental factors.

What factors make student motivation (because of its long-term effects on student learning and self-esteem) valuable to parents and teachers? Motivated students are easily identified. They are eager to learn, interested, curious, hardworking and serious. These students easily overcome obstacles and problems, spend more time studying and doing homework at school, learn more, and continue their education after finishing high school (Kadivar, 2008, p. 195). Princezel (2014) considers interest as the pleasure that results from paying special attention to certain things or participating in certain activities. Interest refers to liking and not liking people and shows people's interest in how they feel about an activity they are doing.

Farhamini Farahani considers interest to include positive emotions towards objects and non-expressive activities and purposeful activities (Hashimi, 2012, p. 47).

#### **4. The relationship between interest and education**

To motivate, it is important to create interest that persuades students to know that what is being presented is important and attractive. If possible, show them that they are acquiring knowledge that is useful to students. Therefore, in order to learn physics, the course materials should be implemented along with the examples and experiences in which it is presented, and the course materials should be related to the students' lives in a correct way so that the course materials become meaningful for students and create interest in them. Learning will be effective (Slavin, 2006, p. 170).

#### **5. The relationship between interest and motivation**

According to Keller (1983) theory, interest can be considered as a combination of motivation and curiosity. Around him shows interest. Meanwhile, Parsa (1894, 178) considers interest along with other important factors such as need, motivation, value and attitude as the reasons for motivation and effort and human behavior (Tutakhel, 2018, p. 24).

#### **6. Discussion and conclusion**

All data and information analyzed in this research are retrieved by the researcher through the population of respondents in the research field and are naturally without any manipulation. Data analysis is a key part of the research. Data analysis is like a heart in human beings, which is that humans cannot live without a heart, so research without data analysis has no effect or quality and is meaningless. In this study, the statistical population was all physics students in the Faculty of Education of Kunduz University, which included 100 students, including 65 male and 35 female students. In this study, six important factors that affect students' lack of interest in physics have been studied and researched, in accordance with these six factors, a questionnaire has been prepared and analyzed. In this article, we analyze the data obtained as a result of the distribution of a researcher-made questionnaire.

#### **7. Satisfaction of physiological needs of students**

Table No. 1 examines the sample members according to the satisfaction of students' physiological needs

Selective questions from students according to meeting the physiological needs of students	Quite agree	Agree	No idea	Disagree	Quite disagree
Lack of proper nutrition has made students less interested in courses.	30	28	29	9	4
Lack of proper clothes has caused students to be less interested in lessons.	15	29	23	19	14
Lack of proper economy has caused students to be less interested in lessons.	41	38	7	6	8



The above table examines the extent to which physiological needs are met in the form of three statements. As can be seen in Table 1, the number of those who considered the lack of proper nutrition as the reason for students' lack of interest in the courses constitutes a total of 58% of the respondent population. 29% of the respondents had no opinion in this case, 13% of the respondents disagreed. According to this research, the lack of proper nutrition causes students to be less interested in all subjects, especially physics. Regarding the second statement, according to Table 1, a survey has been conducted in which the number of those who have considered the lack of appropriate clothes as a reason for students' lack of interest in the courses constitutes 44% of the respondents' population. 23% of the respondents had no opinion on this issue, 33% of the respondents disagreed. From the second question, it follows that to some extent, appropriate clothing has also contributed to the interest of students. Also, 79% of the respondents consider the lack of proper economy as the main reason for the lack of students in classes. 7% of the respondent population did not have an opinion on this issue, 14% of the respondent population disagreed on this issue. From the third question, it can be concluded that economics, in turn, is effective in students' interest in courses, and according to this research, it is concluded that economics is one of the main needs of students and this need of students is not met. It has made students less interested in all subjects, especially physics.

### **8. Satisfaction of student's security needs**

Security needs are also one of the needs that are of special importance in human life and are among the needs that are considered necessary for all human beings. These needs are stability, order, fear and anxiety. In the table below, we see whether the non-fulfillment of these needs can cause students to be less interested in physics courses or not?

Table No. 2 examines the sample members according to the satisfaction of students' security needs

Selective questions from students according to the satisfaction of students' security needs	Quite agree	Agree	No idea	Disagree	Quite disagree
The threat of students in the classroom by their classmates has caused their lack of interest in the field of physics.	34	20	17	20	9
Students' family problems have made them less interested in physics.	33	31	14	14	8
Lack of encouragement from coaches has led to students' lack of interest in physics.	43	24	11	15	7
Threatening students by teachers has made students less interested in physics.	51	32	9	5	3
The absence of students has caused students to be less interested in physics.	28	35	18	8	11
Students' feelings of low self-esteem have made them less interested in physics.	22	32	14	20	12



Table (2) examines the security needs of students in the form of six questions. The results in the table show that; in total, 54% of the respondents believed that the threat of students in the class by their classmates had caused them to lose interest in physics lessons, 17% of the respondents had no opinion, and 29% of the respondents with this question have been opposed. After this question, it is concluded that threatening students in the classroom is one of the main elements of students' lack of interest in physics, which to some extent threatens students in the classroom by some mourners. Regarding the next question, according to the results listed in Table (2), we can say that; Overall, 64% of the respondents agreed that the existence of students' family problems had made them less interested in physics, 14% of the respondents did not comment, and 22% of the respondents disagreed. From the study of the second question in this case, it is concluded that family problems also affect the students' interest and cause students to be interested or not interested in the courses, which the majority of respondents in this study have stated that this need They are not satisfied and that is why they are less interested in physics lessons.

67% of the respondents believe that the lack of encouragement from coaches (lecturers and parents) causes students to be less interested in physics, 11% of the respondents did not have an opinion on this question, 22% of the respondents Donors that lack of encouragement from coaches (teachers and parents) causes students to lose interest in physics; They opposed. Thus, China concludes that the lack of encouragement from instructors has had an impact on students' interest in the courses. Regarding the question that the threat of students by physics teachers has caused their lack of interest in the field of physics, it can be said that a total of 83% of the respondents agreed with this, 9% of respondents had no opinion on this issue, 8% of the respondents disagreed with this question. According to the present study, satisfying the security needs of students is one of the basic elements of creating interest in the lesson, which should be satisfied by educational instructors and students' families in order to achieve better educational results. Research into the threat posed by students to physics teachers suggests that students are threatened by teachers in the classroom; the majority of students verbally stated that they had been threatened by a physics department professor at Kunduz University, prompting students to drop out, but declined to name the professor. Also, a total of 63% of the respondents were of the opinion that the continuous absence of students in the classroom has caused their lack of interest in the field of physics, 18% of the respondents had no opinion on this question, 19% the respondents objected to this question. The conclusion to be drawn from this hockey question is that professors, given the relationships they have established with students; Students who are not present in the class are not excluded, so the continuous absence of students during the semester is one of the characteristics of students' lack of interest in physics. It should be remembered that the feeling of low self-esteem (feeling of inferiority) is one of the psychological problems that will isolate people. After collecting information and studies in this regard, the researcher came to the conclusion that a total of 54% of students believed that the feeling of low self-esteem (inferiority) cause's students to lose interest in physics, 14% of the respondent population in 32% of the respondents disagreed with this question. The results obtained from the research on the above question show to some extent that the feeling of humiliation of students by the students themselves is one of the challenges that has caused students to lose interest in physics. Research on the security needs of students



in general has shown that the security needs of students, which are (threatening students by classmates, family problems of students, not encouraging teachers, threatening students by teachers, Consecutive absenteeism of students and students' sense of self-aggrandizement, etc.) have not been addressed, and these inadequacies in the field of students' security needs can have a devastating and fragile effect on students' interests in all subjects, especially physics. Various factors affect the security needs of students, but in this study, some questions that were considered important and priority by the researcher were discussed and examined. With the above needs met, students can learn all subjects, especially physics, with great interest.

Table No. 3 examines the sample members according to the satisfaction of students' respectful needs

Selective questions from students according to the satisfaction of students' respectful needs	Quite agree	Agree	No idea	Disagree	Quite disagree
Lack of respect for students' opinions in the classroom has caused their lack of interest in physics.	35	37	7	7	14
The main reasons for students' lack of interest in physics are that they are not encouraged by qualified people.	34	33	14	12	7
Those students who can solve physics problems themselves are interested in physics.	38	37	10	5	10
As students' courage increases, so does their interest.	45	33	11	3	8

Respectful needs of students have been raised in four questions and the results listed in Table (3) show that 72% of the population believe that disrespect for students' opinions in the classroom causes less interest. They have become physicists, 7% of the respondents had no opinion, 21% of the respondents disagreed. It follows that students' lack of respect for each other in the classroom causes students to be less interested in courses that have not yet been met at Kunduz University, Department of Physics. Regarding the second item, according to the results listed in the table, it can be said that 67% of the respondents completely agree that the main reasons for students' lack of interest in physics are not being encouraged by qualified people, 14% of respondents They had no opinion on this, 19% of the respondents disagreed with this question. Therefore, when students are asked about the effectiveness of not encouraging students by highly qualified people with their interests, it is concluded that one of the main reasons for students' lack of interest in courses is their lack of encouragement, which is still a need. Is not satisfied. Also, 75% of the respondents strongly agreed that those students who solved their physics problems could be more interested in physics, 10% of the students did not have an opinion on this, 15% of the respondents in They were opposed to this question. From the explanations made from the above question, it is concluded that those students who

have solved the problems of physics themselves can be more interested in physics. Considering the table (3), it is clear that 78% of the respondents completely agree that with the increase of courage in students, their interest in all subjects, especially physics, will increase. , 11% of respondents had no opinion on this issue, 11% of the respondent population disagreed on this issue. Therefore, from the research that has been done in this case, it is concluded that by motivating and creating courage in students by instructors, their interest in courses, especially in physics, will increase and better education will be provided.

Table (4) examines the sample members according to the non-professionalism of physics professors

Selective questions from students according to the non-professionalism of the lecturers	Quite agree	Agree	No idea	Disagree	Quite disagree
The indifference of physics teachers to homework has caused students to be less interested in physics.	25	33	23	13	6
The lack of standardized physics exam questions has caused students to be less interested in physics.	39	23	13	14	11
Lack of a regular curriculum for physics teachers has caused students to be less interested in physics.	36	26	11	12	15
The scattering of lessons while teaching by physics teachers has caused students to be less interested in physics.	42	30	17	4	7

According to the results listed in Table (4), it is well observed that the extent of the effects of non-professional physics professors has been examined in four questions, the results of which I will analyze as follows. According to the results in the table above, 58% of the statistical population of this study agree that the indifference of physics teachers to homework has caused students to be less interested in physics, 23% of students in this 19% of the statistical population of this study disagreed with this case. According to moral principles, one of the characteristics of a good human being is not to be indifferent to any other human being. Therefore, according to the research that has been done, we conclude that the physics professors of Kunduz University are indifferent to students and no They do not pay much attention to students, which has made students less interested in physics.

Also, 62% of the respondents, despite the fact that the lack of standardized questions in the physics exam has caused students to be less interested in physics; Strongly agreed, 13% of respondents had no opinion on this, 25% of respondents disagreed. Some students about the non-standardization of exam questions by physics professors stated that the non-standardization of exam questions by physics professors is one of the challenges that has caused students to be less interested in physics. The lack of a regular curriculum for physics professors



has led to students' lack of interest in physics; 62% of the respondents agreed with this research, 11% of the respondents had no opinion on this issue, 27% of the statistical population disagreed with this case. The conclusion that physics teachers do not have a regular curriculum has made students less interested in physics; the present study shows that the majority of students in the physics department of this university believe that the lack of a regular curriculum by physics lecturers is one of the problems that has caused students to lose interest in physics.

Also, 72% of the population surveyed reported that the scattering of lessons while teaching by physics teachers caused students to be less interested in physics; Strongly agreed, 17% of the statistical population did not have an opinion on this issue, 11% of the statistical population of this study disagreed on this issue. In general, the research conducted in this case shows that the lack of standard questions by physics professors, the indifference of physics professors to students' homework, the lack of a regular curriculum by physics professors and the scattered presentation of lessons by professors Physics is one of the most important challenges for students to be interested in all subjects, especially physics, which should be given serious attention in this field, so that students are interested in physics.

Table No. (5) Examines the sample members according to the approach of physics professors

Selective questions from students according to the approach of physics lecturers	Quite agree	Agree	No idea	Disagree	Quite disagree
The dictatorial behavior and actions of physics lecturers have caused students to be less interested in physics.	36	26	16	10	12
The aggressive behavior of physics teachers has caused students to be less interested in physics.	39	29	15	7	10
The vengeful action of physics lecturers has caused students to be less interested in physics.	41	21	13	13	12
The resentment of physics lecturers towards students has caused their lack of interest in the field of physics.	46	21	9	8	16

Considering the results listed in Table (5), it is well observed that the attitude of physics teachers towards students is examined in four questions and the results are analyzed as follows. According to the results listed in Table (5), it is clear that 62% of the respondent population, despite the fact that the dictatorial behavior and actions of physics lecturers have caused students to be less interested in physics; Agreed, 16% of the statistical population of this study had no opinion on this issue, 22% of the respondent population disagreed with this case. Regarding the second question, according to the results mentioned in the table above, it can be said that 68% of the foot population is concerned that the aggressive behavior of physics lecturers has caused students to be less interested in physics; Agreed, 15% of the statistical

population of this study had no opinion on this issue, 17% of the respondent population disagreed with this case. The conclusion reached for the second hockey question is that physics lecturers use dictatorial methods and aggressive behavior when teaching students, and these actions of physics professors have made students less interested in physics. Also, 62% of the respondents agree that the retaliatory action of physics professors has caused students' lack of interest in the field of physics. They objected to this. Regarding the fourth question, according to the results listed in the table, we can say that 65% of the respondents agreed with this case, 9% of the statistical population of this study had no opinion about this question, 24% of the respondents disagreed with the above question. In general, the result of the research on the attitude of physics professors, which has the same characteristics (dictatorial behavior and actions, aggressive behavior and actions, vengeful behavior and actions, and malicious behavior and actions); It has been found that hockey is a way of dealing with lecturers of physics at Kunduz University. Therefore, in order to make students interested in physics, we must use the correct academic methods to make students interested in physics.

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