

The Psychology of Motivation: What Drives Student Success?

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ABSTRACT

In this article, we will review the psychology of motivation and why it is heavily relied upon for the success of student. This paper examines key psychological theories: Self-Determination Theory, Goal-Setting Theory, and the concept of a Growth Mindset so as to understand which factors influence student motivation. Finally, the roles of intrinsic and extrinsic motivation, social influences and motivation strategies are reviewed. These findings imply that psychological drivers of motivation can improve educational outcomes and student wellbeing.

Key words: Student Motivation, Self-Determination Theory, Expectancy-Value Theory, Goal-Setting Theory, Growth Mindset, Intrinsic Motivation, Extrinsic Motivation

INTRODUCTION

This process of motivation has an important function due to the fact that it fuels behavioural change, in educational settings. How much a student is motivated determines how successful they are, no matter what that means to you. This article aims at investigating the types of motivation, psychological theories of them and factors determining motivation in students. The questions that the research will answer can be answered as follows

What motivates students differ when it comes to improving student performance?

What psychological theories explain student motivation?

Like other types of motivation, how does motivation vary with teachers, peers, and rewards?

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Theorise of motivation:

Expectancy-value theory

According to this theory, students want to get involved in activities they think will help them succeed and that they will find interesting. When academic tasks are placed on high levels of expectation of success and value, they lead to higher levels of motivation (Wigfield & Eccles, 2000). A student who highly values success in math but doesn't think he or she can do it — that student's motivation will be low. Eccles and Wigfield (2002) also show that expectations and values are shaped by previous experiences and cultural background and such social factors as parental expectations.

Goal-setting theory

According to Locke and Latham (1990), such setting of goals will increase the motivation as well as performance. Well defined goals in academic terms help students to focus better and make better results.

Growth-Mindset theory

Carol Dweck (2006) emphasizes that with a growth mind set (i.e. the sense that that intelligence and abilities can be developed) there's more motivation. Students with Growth mindset take on challenges with knowing that efforts lead better results on becoming expert in its

own work. On the other hand, those stuck in a fixed mindset—knowing intelligence is an innate, fixed quantity—will often give up when they hit trouble. Dweck's (2007) research had indicated that children who developed a growth mindset were more motivated to accept learning opportunities, perceived failures as opportunities to learn, and ultimately did better academically.

Self-Determination theory (STD)

Students with an intrinsic motivation are more likely to persevere in work, and they are more satisfied by doing it (Ryan and Deci, 2000). According to Deci and Ryan (1985) there is a two types of motivation driver, intrinsic (internal desires) and extrinsic (external desires), this theory emphasize difference between the two of them and affects. Also, in addition, SDT suggests that extrinsic motivation can be different, some can be controlled, while others are autonomous extrinsic motivation. The more students understand external rewards and incorporate them into their self-concept, they will be less depended on internal motivation (Deci & Ryan, 2000).

What motivational factors influence in students?

Intrinsic Motivation (internal motivation)

Internal satisfaction and personal interest are all that is intrinsic motivation. Those who are intrinsically motivated will be more inclined to undertake deep learning. For instance, a science fanatical student could study more than what curriculum offers to them, because they are interested in this and want to master it

Extrinsic motivation (external motivation)

Rewards outside of the practice itself are extrinsic motivation. While extrinsic rewards may convince students to start doing, the dependence on them may wear intrinsic motivation away in the long term (Deci et al., 1999). It is important to strike the balance otherwise it will only be short term success.

Influence of social and environmental factors:

Having internal and external motivation is only one of the many factors that decides one's motivation and passion. There is more factors that affects motivation of the students such as: Support of professors, competitiveness among peers, family, society. Let's take closer look as such how they influence on students motivation.

Support of Professors: Motivating students is largely dependent on teachers. They use positive reinforcement, encouragement and a supportive, learning environment to build students' confidence and added motivation.

Peer Influence: engaging with positive competitions with peers can make students more motivated in order to surpass and be the first, at the same time having collaborative works with peers can have massive influence in fostering intrinsic motivation. However, not balancing the competition and collaborations between students, can be negative peer pressure may be the reason for disengagement.

Family and society: Of course, parental expectations and society pressures have a big impact on student motivation. Supportive family environments do work, encouraging success, but overly high expectations create stress. Same goes for the society, having high expectations of students while pressuring them can make students more rebellious rather than motivated

Influence of Psychological strategies in enhancing students motivation

Self-Management and Goal-setting theory:

Setting realistic goals teach students to goal focus on their efforts and deadlines. Examples of integration are self-regulation strategies, e.g., time management or self-assessment that regulate self-motivation (Zimmerman, 2002)

Positive Reinforcement and the Feedback

Any feedback, positive or negative, when paired with positive reinforcement, creates a growth-oriented learning culture. Dweck (2006) students should be praised and rewarded for the effort and process, rather than on outcome, this will help to them to adapt to the Growth Mindset, not the fixed mindset.

Increasing the Growth mindset:

Students, who has a growth Mindset believes that as long as you put enough effort you can master/overcome any challenges, they believe intelligence is not a fixed knowledge, it can continually grow and develop to be more qualitative.

This mindset can be fostered, According to the (Dweck, 2006) if teachers give tasks enough to challenge the students with their current knowledge, it will help them to adapt the challenges and overcome them, this is how one can foster Growth Mindset by continually challenging themselves

Previous researches related on this article topic, Student Motivation.

There are many studies that confirmed the relationship between motivation and achievement. Motivated students tend to play more deeply in their studies, and the implication is that their academic outcomes improve. A study conducted by Schunk, Pintrich and Meece (2008) reported that not only did academically motivated students perform better, but that their satisfaction and wellbeing were higher.

Other research has paid attention to external factors like teacher's behaviour and classroom environment as determinants of motivation. Students' perceptions that their teachers were supportive and encouraging increased the levels of motivation (Wentzel, 1998). This is consistent with Vallerand et al. (1993) who argued that an aspect of a positive classroom environment is a positive motivation and can help to foster intrinsic motivation. However, these environments will decrease intrinsic motivation (Deci, Koestner, Ryan, 1999) because they are focused on performance-based evaluations (i.e., standardized tests).

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Research design:

In this study I adopt a mixed approach; using a mixed approach to investigate the factors that drive student motivation and how the factors impact academic success. By using different quantitative and qualitative methods the complexity of the psychological, social and environmental discussion of motivation can be better explained. The research will depend on surveys, focus group discussions.

Participants:

50 University and university students, aged 18–22, will take part in the research, from different academic backgrounds. We will sample the sample randomly so that there is diversity in terms of socioeconomic status, academic achievement, and motivation level (self-reported). In addition to this, 5 teachers will be interviewed to find out how they think you can motivate students in a classroom.

Data collection:

Survey: we will distribute surveys to the students. Surveys will include three sections

Environmental and social factors: Students will respond to questions regarding their belief of teacher support, peer influence and classroom environment.

A 5 point Likert scale will be used in the survey with 1 as strongly disagree and 5 as strongly agree.

Psychological assessment: In this section we will have questions based on the Expectancy-Value Theory and the Growth Mindset Theory in regard to self-efficacy, goal setting behaviour and intelligence beliefs.

Motivational assessment: This section will assess levels of intrinsic and extrinsic motivation as well as amotivation, using measures adapted from the Academic Motivation Scale (AMS) developed by Vallerand et al. (1992).

Focus group: to get qualitative information, we will form focus group consist of 20 students, and will discuss topics related to the motivation, challenges, etc. In these discussions, we will explore how students view challenges, what they find motivating and what sort of social interaction (with peer and teachers) influences their motivation.

Data Analysis:

Quantitative analysis:

- Different kinds of motivational (e.g. intrinsic, extrinsic) and its relation to performance will be explored using correlation analysis.

- To analysis the surveys, we will be using Google Forms, it has functions of adding and creating charts and all the necessary function

- The strongest predictors of student success are identified by regression analysis, specifically which factors (e.g., teacher support, goal setting).

Qualitative Analysis:

- Transcripts of focus group discussions will be recorded. Recurring themes regarding what motivated, challenged, and were affected by social influences will be identified through thematic analysis.

- I will analyse insights from teacher interviews to understand how educators perceive, and promote motivation in, the classroom.,

Necessary Ethical considerations:

All research involved will follow ethical guidelines in research with human participants. All participants will give informed consent ensuring confidentiality and anonymity. It will be a voluntary participation with students able to drop out of the study at any time without penalty. This study will follow the rules approved by the relevant institutional review board (IRB) to be in compliance with the ethical standards.

Conclusion

In conclusion, this article shows how motivation is critical to student success, including theories of Self Determination Theory (Deci & Ryan, 1985), Expectancy Value Theory (Wigfield & Eccles, 2000), Goal Setting Theory (Locke & Latham, 1990), Growth Mindset Theory (Dweck, 2006), and others. The theories behind this focus on autonomies, competences, relatedness and belief in their capacity to succeed and the importance of doing academic tasks.

It turns out that intrinsic motivation (meaning that which comes from personal satisfaction) is strongly related to deep engagement and long-term academic success (Vansteenkiste et al., 2006). In contrast, extrinsic motivation motivated to external rewards can produce short term improvements in performance but it can diminish intrinsic motivation as not controlled carefully. Student motivation is also profoundly affected by the classroom environment including support from the teacher and peer interactions, but motivation can be either helped or hindered in this setting (Wentzel, 1998). For example, educators must create environments enriched in intrinsic motivation, goal setting and a growth mindset, for a student based on that is most likely to be engaged and achieve at the highest level. Future research would do well to investigate how the motivational factors that form Mark's identity influence long term performance and development beyond academic, and help facilitate personal development and career success.

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