

THE ROLE OF LEARNING MOTIVES IN THE FORMATION OF EXTRINSIC MOTIVATION AMONG STUDENTS

Nilufar Gahramanli¹

Abstract: Learning motives play a crucial role in shaping students' motivation, academic engagement, and educational achievements. Among the various types of motivation, extrinsic motivation is particularly significant, as it is influenced by external factors such as grades, rewards, recognition, parental expectations, and future career opportunities. The aim of this study is to investigate the role of learning motives in the formation of extrinsic motivation among students and to identify the key factors influencing their attitude toward learning. The study also examines the interplay between intrinsic and extrinsic motivation and emphasizes the importance of balancing external rewards with students' personal interests and intrinsic learning goals. Understanding the relationship between learning motives and extrinsic motivation can help educators develop effective teaching strategies, enhance student engagement, and improve academic performance. The results may contribute to a better understanding of motivational processes in education and support the development of learning environments that foster sustained academic effort and achievement.

Keywords: learning motives, extrinsic motivation, student motivation, academic achievement, educational psychology, learning engagement, extrinsic rewards

INTRODUCTION

In the case of extrinsic motivation, the stimulus originates outside the individual and may take the form of operant conditioning or social cognition. It relates to performing a task to achieve a specific outcome—such as a reward, social approval, or recognition [Hussain et

¹ PhD student, Institute of Education of the Republic of Azerbaijan, Baku, Azerbaijan ORCID: <https://orcid.org/0009-0006-7007-4920>

al., 2019].

Harmer [1988] explained that extrinsic motivation is driven by various external factors, which may include the prospect of financial reward, the need to pass an exam, or the opportunity to advance to a higher level. Furthermore, he defines motivation as an external stimulus arising from a specific reaction. Thus, extrinsic motivation is any stimulus originating outside the student that drives the learner to engage in the learning process [Harmer, 1988].

According to Ryan and Deci [2009], learners are extrinsically driven to perform an action by the expectation of outcomes other than the learning itself. Chow and Yong [2013] suggest that extrinsic motivation prompts students to engage in academic tasks for external reasons. Here, extrinsic motivation encourages effort and performance through rewards that serve as positive reinforcement for desired behavior. Researchers also note that extrinsic motivators include the expectations of parents and other credible role models, the earning potential associated with a course of study, and good grades [Chow and Yong, 2013].

Matt and Dale [2003] argued that extrinsic motivators bring about behavioral changes more quickly and typically require relatively little effort or preparation. The authors added that implementing extrinsic motivators often does not require extensive knowledge on the part of individual students. Extrinsic motivation usually yields immediate results and demands less effort compared to intrinsic motivation [Matt and Dale, 2003]. However, extrinsic motivators can often distract students from the subject matter at hand or from independent learning. These studies indicate that devising appropriate rewards and punishments for student behavior is challenging; often, it is necessary to increase the magnitude of rewards and punishments over time to maintain a certain level of impact. Another issue associated with extrinsic motivators is that they often do not remain effective over the long term; students tend to lose their motivation once the rewards or punishments are removed. The primary objective of this article is to examine the role of learning motives in the development of extrinsic motivation among students.

LITERATURE REVIEW

Research findings and analyses of psychological and pedagogical literature indicate that extrinsically motivated students focus primarily on achieving higher grades and obtaining rewards. Studies support the view that individuals driven by extrinsic motivation rely solely on rewards and desired outcomes to sustain their motivation [Jabbarov and Memmedova, 2024; Jabbarov et al, 2022]. Consequently, extrinsically motivated students are at risk of demonstrating lower academic performance compared to their intrinsically motivated counterparts [Chow & Yong, 2013].

Chow and Yong [2013] also posited that extrinsic motivational factors could diminish students' intrinsic motivation, leading to the conclusion that external rewards exert a negative influence on intrinsic motivation. In addition to the concepts found in psychological literature, other types of motivation are also identified. They can be grouped as follows: 1. Instrumental motivation. This is extrinsic in nature, where students engage in activities to obtain material rewards. 2. Social motivation. Students perform a task to gain praise from people they respect or admire—such as teachers and parents. 3. Amotivation. This is a state where, due to external control, the student lacks the intention to engage in learning activities or feels that the effort is not worthwhile. 4. Achievement motivation. Students learn to anticipate success [Hussain et al., 2019].

Ausubel proposed three elements within this type of achievement motivation: 1. Cognitive orientation. Students seek to satisfy the need to "know." 2. Categories, specifically: mastery goals. 3. Performance goals, performance-avoidance goals (or failure-avoidance goals), and social goals [Dewandini, 2010].

Research shows that mastery goals are more effective than performance goals at maintaining students' interest in a subject. In a review of research on learning goals, for instance, students primarily oriented toward mastery not only tended to show greater interest in their course but also continued to express interest well beyond its official conclusion and enrolled in additional courses in the same subject [Wigfield and Cambria, 2010]. Alongside this, performance goals also play a significant role in shaping learning motivations.

Performance goals entail extrinsic motivation and demonstrate the mixed effects of this orientation. The positive effect. ...is that performance-oriented students tend to achieve higher grades than those primarily driven by a mastery orientation. This advantage in grades manifests in both the short term (on individual assignments) and the long term (in terms of overall grade point average upon graduation). However, there is evidence suggesting that performance-oriented students do not learn the material as deeply or enduringly as mastery-oriented students do [Niemiec, 2009].

One possible reason is that performance indicators—such as test scores—often reward relatively superficial retention of information, thereby discouraging performance-oriented students from processing the material in a thoughtful or deep manner. Another possible reason is that a performance orientation fosters competition among peers by focusing on being recognized as the best. Consequently, giving help to or receiving help from classmates does not align with the personal interests of a performance-oriented student, and this resulting isolation limits the student's learning. One of the factors leading to demotivation regarding learning is the emergence of failure-avoidance motives. Goals centered on avoiding failure—or, by their very nature, goals that lead to failure—undermine academic achievement. Often, these are a negative byproduct of the competitive nature of performance goals [Vansteenkiste, 2006]. If a teacher (and sometimes peers) places excessive emphasis on being the best in the class, thereby diminishing interest in actually mastering the material, some students may conclude that success is either unattainable or undesirable. In such cases, the alternative—simply avoiding failure—may appear both wiser and more feasible. Once a student adopts this mindset, they may—more or less consciously—undermine their own performance, doing only the bare minimum required to avoid looking foolish or getting into serious conflict with the teacher. This type of failure avoidance—characterized by deliberate actions and choices that reduce the likelihood of success—is an example of self-handicapping. Students can engage in self-handicapping in a variety of ways. For instance, in addition to putting in little effort, they might procrastinate on tasks or set unrealistically high goals—behaviors that can hinder the development of their learning motivation. Most students value and seek relationships with both classmates and teachers, often (though not always)

receiving significant support from these connections. However, the impact of social relationships is complex and can sometimes work either for or against academic achievement. If the relationship with the teacher is important and sufficiently positive, the student will strive to please the teacher by working hard on assignments [Damon, 2003]. Note that this influence is driven more by performance than by mastery; the student is primarily concerned with how they appear to others. On the other hand, if the student is particularly concerned with peer relationships, the impact on achievement depends on the student's own relational motives and the attitudes of their peers. The skills and achievement motivation of peers can also make a difference, though the effects vary depending on the context. Peer influence regarding low achievement and motivation tends to be stronger in primary school, affects individual academic motivation more than the mechanics of learning to read, and is more pronounced in mathematics and in classrooms with a wide spectrum of ability levels. Despite these complexities, social relationships are so highly valued by most students that teachers should generally support them while remaining attentive to their nature and their ultimate impact on achievement. Many tasks can be completed productively in groups—provided the groups are thoughtfully formed—yet the majority of student social interactions likely stem from the students' own initiative as they simply take time to talk and connect with one another. The teacher's role is to encourage these informal connections, especially when they support rather than hinder learning.

METHODOLOGICAL APPROACH OF THE STUDY

How can the dimensions of student motivation be identified? Researchers focus on four key dimensions. At least one of these dimensions must be present for student motivation to exist. The more dimensions that are met—and the more strongly they are met—the greater the motivation. These dimensions are as follows:

1. Competence: The student believes they have the ability to complete the task.
2. Control/autonomy: The student feels in control by perceiving a direct link between their actions and the outcome, and experiences autonomy by having some choice regarding

whether to undertake the task or how it is carried out. ...maintains its value.

3. Interest-value: The student shows a certain interest in the task or perceives value in completing it.

4. Relatedness: Completing the task yields social rewards for the student—such as a sense of belonging to the classroom or another desired social group, or receiving approval from a socially significant person. The interplay of these dimensions—along with other dynamics like school climate and home environment—is quite complex; it varies not only among different students but also within the same students across different situations. Nevertheless, this basic framework can be useful for designing or analyzing the impact of various strategies aimed at boosting student motivation.

RESULT

Our research demonstrated that the most significant factors influencing the teaching-learning process are the teaching method, as well as the learners' age, ability, and attitude. Among these, the last factor—attitude—exerts the greatest influence on motivation, as it is directly linked to the educational context surrounding the student (teachers, peers, and family). Sukmadinata [2003] lists four motivating factors as the most significant: i. Teaching/learning activities: This factor is crucial because a large part of the student's interest in the subject depends on the types of activities conducted in the classroom. ii. Final outcomes: Good results are perceived by the student as a reward, whereas poor results resemble a punishment. In this context, motivation is a consequence of these outcomes: students who achieve good results will be more motivated than those who perform poorly. iii. Intrinsic motivation: This relates to the student's internal enthusiasm for the subject—stemming from prior experiences—and the application of the subject matter in their daily lives [Sukmadinata, 2003].

Extrinsic motivation: The influence of external stimuli, such as rewards or punishments. Dörnyei [2001] identifies three main types of sources of motivation:

1. Course-specific components: the syllabus, teaching materials, teaching methods,

and learning tasks.

2. Teacher-specific components: the teacher's behavior, personality, and teaching style. 3. Group-specific components: learner group dynamics [Dörnyei, 2001].

Sukmadinata [2003] states that motivation is influenced by both internal and external factors. Internal factors include, among others, students' attitudes, interests, and intelligence; external factors are those outside the students themselves, such as their social lives, the teacher, environmental factors, and the family, school, or community setting.

Students' needs can drive them to achieve their learning goals. Interest also plays a role in boosting students' motivation levels. Consequently, enjoyment is crucial for enhancing student motivation. When a student's needs, interests, and enjoyment regarding a specific subject are taken into account, they are likely to exhibit high levels of motivation. As previously mentioned, external factors influencing student motivation levels can include their social lives, the teacher, teaching methods, and the learning environment [Steinmayr et al., 2018; Jabbarov et al,2023].

Another factor affecting student motivation is the teacher. Whether student motivation is high or low is influenced by the teacher acting as a motivator. Previous studies have shown that teachers' behaviors and instructional practices play a significant role in students' learning motivation. Teachers can structure the teaching-learning process to create engaging situations that foster student motivation. Teaching methods are also a crucial factor influencing student motivation; when a teacher employs appropriate methods, students feel more at ease during the learning process, making it easier to achieve learning objectives. The final factor affecting students' motivation levels is the learning environment. Classrooms can be decorated to create a more comfortable atmosphere for students during the learning process, and seating arrangements can be organized to facilitate the absorption of learning material.

Understanding student motivation in education is essential. Students learn more effectively when they recognize a need and develop a desire to learn—processes driven by motivation. Motivation stimulates learners to think, concentrate, and learn efficiently. Bakar

[2014] noted that motivation enhances learning performance. Learning is an active process that requires the learner to play an engaged role. This influences the speed of learning, information retention, and the desire to learn [Bakar 2014]. It is important to note that motivation increases the intensity of the effort a student applies to achieve a goal. In education, motivation is a key factor determining the level of goal attainment [Burton, 2006]. Without adequate motivation, a learner acquires very little because they see no need to learn. Thus, motivation provides the effort and energy required for the student to complete a task. It puts the student in the right mindset for learning, focusing their attention and energy on the activity or knowledge being acquired. Motivation determines whether a student approaches a task—even a difficult one—with enthusiasm or a lack of interest. [Jabbarov and Memmedova, 2024; Jabbarov et al, 2022]

Motivation is a crucial factor in academic learning and achievement throughout childhood and into adolescence. Inspiring students to learn is a fundamental aspect of any instructional setting; indeed, fostering motivation is one of the primary tasks of teaching. An instructor must ensure that motivation is established during every lesson presentation. To capture students' interest and focus their attention on the material, motivation should be initiated at the very beginning of the lesson. However, it should not stop at the introductory stage but must be sustained throughout the entire presentation.

Motivation within a learning activity helps students focus on the task at hand and derive satisfaction from it. Sustained motivation is essential to help students maintain their focus on the lesson material. When an individual is motivated, they experience a sense of satisfaction, which in turn fosters their personal development. Motivation directs students' behavior toward specific goals. It defines the particular objectives learners strive for, thereby influencing the choices students make—such as enrolling in an art or science course, attending a school football game during the week, or completing an assignment due the next day.

Motivation fosters the initiation and persistence of learning activities. It increases the time students dedicate to completing tasks and serves as a crucial factor influencing their learning and achievement. Motivation enhances cognitive processing; it fundamentally affects

what information is processed and how, as motivated students pay closer attention and strive to understand the material rather than merely going through the motions of learning superficially. [Jabbarov and Memmedova, 2024; Jabbarov et al, 2022]

Dörnyei (2001) notes that the motivational process culminates in the completion of an action that yields satisfaction; the following are methods teachers can employ to motivate students.

DISCUSSION AND CONCLUSION

The analyses we conducted align with other studies and reinforce their key findings. Researchers emphasize that learners should be familiar with the objectives and tasks of the subject and topic. Furthermore, it is suggested that teachers should set realistic performance goals and assist students in achieving them by encouraging them to establish their own reasonable objectives. The authors add that teachers should design tasks that are appropriately challenging given the class's experience and skill level. Teachers must ensure that learners understand what is being taught and what they are expected to know and be able to do as a result of the learning process. Strategies to ensure this success include: stating the lesson objective; providing simple and clear explanations; inviting students to share their comments, questions, and ideas; asking students questions; incorporating hands-on activities as frequently as possible; and ensuring that assessment tasks are flexible [Ryan and Deci, 2000]. If students do not know the lesson objectives, they may lack interest in learning. Demonstrate the need for the lesson; do not assume students automatically grasp the importance of the material. Show how the lesson benefits them and addresses their needs. Allow students to engage in learning activities or tasks that have practical application.

Activities and knowledge should be functional and rewarding for the learners. Teachers should emphasize the connection between school topics and real life—using design tasks, everyday materials, and practical experiences—and incorporate personal anecdotes (Ryan & Deci, 2000). Tasks that hold meaning for students' real lives serve to motivate them (Fitrianti & Nur, 2018). When a teacher approaches a topic with enthusiasm, students are

more likely to believe the subject is valuable; in other words, teacher enthusiasm can inspire students. Enhance your lesson by including relevant facts and figures, and pose engaging questions to capture the students' attention before the lesson begins. Make your lesson presentation engaging. Be enthusiastic, use illustrations, and provide examples. Utilize effective teaching aids. Incorporate humor and make the lesson enjoyable. However, remember that your primary role is to teach, not merely to entertain or chat.

Be generous with praise and constructive in your criticism. A teacher should strive to understand the students' nature and then offer evaluations and critiques in a way that encourages and inspires them. Give recognition and credit where due. Offer sincere appreciation when a student does a good job. Individuals crave social validation; acknowledge their contributions. Be generous in praising learners for correct and good answers. Positive verbal encouragement and praise can have a powerful impact on student motivation [MacGrath, 2005]. Praise effort and improvement. ...can boost the learner's self-confidence. Respect can be fostered by emphasizing performance rather than focusing on personal attributes.

Palmer [2007] suggests giving students the opportunity to demonstrate what they know. Do not embarrass slow learners. Praise is a powerful reward and incentive for a job well done. Encourage learners' efforts with words of praise. Blame is destructive [Ryan and Deci, 2000].

Research shows that negative comments should be directed at specific performances rather than the individual. Constructive criticism should be offered diplomatically and positively, serving as a foundation for further improvement. Encouraging students during the lesson is essential; it can help boost their self-confidence. Use words of praise for students' achievements—such as "Well done," "Good," or "Let's give them a round of applause"—and avoid direct negative comments. Strive to be sufficiently positive to acknowledge the effort students put in. Ending the lesson on a positive note can be highly motivating for students. It is important to note that unsatisfactory teaching styles, poor learning conditions, inefficient instruction and management, and weak interpersonal relationships demotivate students. Provide the necessary resources and give students the opportunity to carry out tasks expected

of them independently; this builds self-confidence and boosts motivation. Offering students opportunities fosters a sense of responsibility and allows them to learn about the consequences of their choices. Students should be given choices regarding their interests, subjects, methodologies, and learning processes. People are naturally curious and self-directed—meaning they have an innate desire to learn, make choices, and achieve [Trung et al., 2016]. Consequently, students become more motivated when given choices. Doing something one has chosen to do can be far more motivating than simply doing what one is told [Ryan and Deci, 2000; Jabbarov et al, 2018; Jabbarov et al, 2023]. Thus, the options provided should be based on the students' needs, interests, goals, abilities, and cultural backgrounds. Choices should not be overly numerous or complex, and they should align with the students' values. Students should feel confident in finding alternative ways to solve problems and be able to discuss the merits and drawbacks of any given approach. As a teacher, you will be better able to tailor your instruction to the students' concerns and backgrounds, and your personal interest in them will inspire personal loyalty in return. Give students the opportunity to meet expectations on their own terms. Show a strong interest in the students' learning and demonstrate confidence in their abilities; this instills confidence and boosts motivation. Reeve et al. [Reeve, 2012] observed that overall motivation increases when students believe they have a degree of control over their own learning.

Our research has shown that student motivation is crucial for academic success. Motivation is typically linked to the amount of intellectual energy applied to learning activities and can manifest as a stable characteristic of the student. Analyses have shown that motivation is the factor that drives an individual to want to know, act, understand, believe in, or acquire specific knowledge, skills, attitudes, or values. Several types of motivation are identified in the literature; however, the primary emphasis is placed on intrinsic and extrinsic forms. Evidence indicates that various motives drive students toward academic success. These include achievement goals—such as mastery goals, performance goals, performance-avoidance goals, and failure-avoidance goals—as well as social goals...

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