

# A STUDY OF THE RELATIONSHIP BETWEEN INTERNAL PSYCHOLOGICAL FACTORS AND ACHIEVEMENT MOTIVATION IN STUDENTS

Rovshan Nazarli<sup>1</sup>

**Abstract:** The article is devoted to internal psychological factors and directions of its research. In this article, internal psychological factors are clarified, directions of problem research are investigated, including mechanisms of influence of internal psychological factors on success motivation. The internal psychological factors that determine the success motivation of students are investigated. Here, the influence levels of internal factors on success motivation are studied, including the mechanisms of success psychology and the factors that play a fundamental role in personality success. The research showed that students at medium and high levels tend to succeed and prefer medium risk levels. Those who are afraid of failure either prefer small or, on the contrary, a very high level of risk. It was determined that the higher the student's motivation to succeed, the stronger the desire to achieve the goal and take risks. At the same time, hope for success is more important than weak motivation to succeed. It has been found that people who are motivated and have high hopes for success tend to avoid high risks.

**Keywords:** success, internal motivation, external motivation, strategy, psychological factors

## Introduction

In modern times, success in life is an integrative concept, confirmed by the fact of social recognition, which can be evaluated as the result of the individual's full self-awareness in various areas

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<sup>1</sup> Master's in psychology, Odlar Yurdu University, Azerbaijan Orcid: <https://orcid.org/0009-0006-4367-5202>



of life. Success is a function of many variables, which can be divided into two main groups. First, abilities, interests, tendencies, motivation, health, social competence, etc. formed by variables related to fields. They can either be determined naturally or formed in the sphere of family and education. They are all related to internal factors. [Kenning, 2008; Benham, 1993; Jabbarov, 2021]. At the same time, the main prerequisites for success are those who prepare a person for life, who are responsible for his social competence, etc. placed in the family. The second group includes variables related to the recognition of the results of self-awareness from the outside, from society, at the level of the closest microgroup and society as a whole. Therefore, two polar groups can be distinguished. The first group consists of people with a low expression of internal and external variables that determine success. Representatives of this group lack effective self-realization and, therefore, social recognition. These are people who have chosen a profession that clearly does not match their abilities and interests, as well as beggars, homeless people, criminals, many mentally and physically ill people, etc. The second group is formed by people who are clearly self-realized and have public recognition: businessmen, cultural figures, scientists, politicians, etc., who are able to build their own business and enjoy public recognition. at the same time, there are very complex relationships between individual success and public recognition determined by a person's self-awareness [Bernstein, 2020; Carroll, 2009; Fernández-Martín et al., 2020; McRaven, 2014; Seligman, 2019].

Along with all this, it should be noted that determining the success strategy is one of the important problems for the modern world. It is thanks to success that it is possible to develop the personality as a person useful to the society. This indicates the extreme urgency of the problem.

## Literature review

In psychology, one can talk about a certain set or set of certain potential human characteristics that objectively determine the possibilities of mastering a certain profession, as well as the effective functioning of a specialist and the development of his personality. Here, it is necessary to refer to the



existing concept as a personal resource for the professional development of a person, which is a model of a system of mental properties with a certain composition of elements and their interaction. The elements of this system are internal and external psychological factors [Fernández-Martín et al., 2020; Seligman, 2019]. In general, the presence of personal characteristics ensures that the specialist's personality meets the requirements of professional activity, thereby ensuring the achievement of a high level of personal and professional development, productivity and self-realization of the specialist's personality [Jabbarov, 2017; Ramiz and Vakil, 2020].

Internal psychological factors cannot be presented separately from professional qualities of personality. From this point of view, it is important to distinguish external and internal determinants or factors in the process of professional identity formation [Jabbarov, 2020]. Within the framework of the science of psychology, two main groups of influencing factors have been determined to have a significant impact on the development and course of mental processes and events. They are grouped as external and internal psychological factors [Prokhrov, 2009]. The system of external factors consists of various social and natural determinants that create conditions for the development of an individual that affect his behavior and activity. These factors affecting a person can be both positive and negative. Internal psychological factors determine the life path in the process of personal development thanks to the mental determinants located and developing in the inner world of a person, including the processes of learning, education and development. Kenig (2008) identified the following psychological factors in his dissertation "Factors influencing the formation of professional personality" (2008) and described the internal psychological factors reflected in the personality of future specialists. They can be grouped as follows:

- value;
- motivation;
- flexibility factor of behavior;
- pragmatic social activity factor;
- creativity and communication factor;



- knowledge factor [Kening, 2008].

Having identified these factors, the researcher emphasized that each of the identified factors is quite large and rarely manifests itself in a “pure”, isolated form. However, as a rule, it is combined with the actions of others, forming a complex hierarchical structure. In addition, the influence of each of these psychological factors does not have a direct effect, but is carried out through the entire chain of mediation. In this regard, V.A. According to Koenig, the conscious formation of a professional identity occurs inseparably with professional activity and the system of professional relations [Kening, 2008].

Schneider (2004) refers to these factors as internal sources, or determinants of formation, and a related psychological category, meaning professional identity, is the individual development of the individual’s awareness of belonging to a particular profession and a particular job. [Schneider, 2003, p. 113].

Garbuzova (2007) identifies internal and external factors in the process of professional formation. The researcher emphasizes that in the first stages of its formation, professional identity, external determinants play a priority role, but the development of professional identity becomes internal conditions and determinants [Garbuzova, 2007].

Shlyakov, objective and subjective factors in the context of the problem of teacher’s professional identification. The author considers social conditions of professional activity first. The system of subjective factors, according to the researcher, consists of professional and personal factors, teacher’s qualities, his social and professional well-being [Shlyakov, 2008]. Internal factors include genetic factors, health status, physiological condition (hunger, thirst, pain, etc.), mood, emotions, habits, mind and will. broadly - our behavior is influenced by our culture, media, morals and traditions of society.

In Levitov’s (1964) “Problem of Mental States” and his monograph “On Mental States”, internal factors are the unity of intellectual activity and behavior over a certain period of time, which shows the uniqueness of the course of mental processes depending on the reflected objects and events of reality, the individual’s previous state and mental properties. is defined as a characteristic. Psychological facts show



that internal factors are determined by mental state [Levitov, 1964]. Nemov (2007) notes that the mental state is a variable state of a person and, as a rule, it is accompanied by emotional states and arises under the influence of the developing conditions of a person's life [Nemov, 2007]. Prokhorov (2005) states that a person's mental state depends on the dynamics of mental activity it defines as a reflection of a situation in the form of a single syndrome (aggregate), expressed in the unity of behavior and experience in the continuity of time Mental states A.O. Prokhorov presents it as a part of a big system. [Prokhrov, 2005].

In this system, the mental functions of the organism are aimed at its self-regulation. Thanks to the self-regulation function, internal factors ensure the effectiveness of adaptation, adapt the subject's psychological characteristics to the requirements of certain activities.

## **Methodology**

We tried to investigate the psychological nature of internal factors. However, theoretically, the obtained results do not allow to determine the fact of any novelty of the research, including the characteristics of its manifestation in students. In this regard, we tried to study this problem with the students. Basically, the study tried to answer the following main questions:

1. What are the main psychological factors affecting students' academic performance among first-year students?
2. Do stress, self-efficacy, test anxiety and motivation affect students' academic performance?
3. At what level is the role of internal factors during the successful operation of requirements?

We have used a number of methods for this. One of them is the method of determining "Success motivation" (T. Ehlers). Another method is the method of studying adaptation. The questionnaire was designed to determine the motivational orientation of the individual to achieve success. The stimulus material consists of 41 statements. The aim of our study was to study the characteristics of students' achievement motivation in this process. Students of Odlar Yurdu University were involved in the study



(60 people).

## Results

It should be noted that the place of achievement motivation in the personality structure can be represented cognitively and attributively. Within the framework of the cognitive approach, the position that the role of motivation and the belief in one's own power has a greater influence is put forward. At this time, the subject's skills about the successful execution of activities are manifested, not purposefully. The attribution approach examines the causes of the experienced and observed events, as well as the characteristics of understanding someone's behavior. Decisive changes in the general structure and content of the motivation field of a person occur in the elderly and are especially relevant for the student years.

The results of the study showed that 57% of first-year students are characterized by the dominance of the motivation to avoid failure. This manifests itself in the motivation to avoid failure rather than to directly achieve success. Such students have more self-confidence.

In modern times, many people are more interested in how to effectively communicate with the people around them, how to optimally solve the given tasks and at the same time maintain inner harmony. This issue is perhaps rhetorical. Because the methods of self-regulation are individual for each person and are manifested differently in different situations.

It should be taken into account that the study of the influence laws of various factors on the adaptation process is relevant today. Establishing the relationship between mental states and types of social adaptation is of particular importance in the context of mental health protection, resistance to psychological trauma, as well as for the development of psychological-educational programs and psychological training.

Adaptation issues were also considered in the study. Adaptation, along with all its aspects, determines the success of the individual's socialization and is one of the factors of self-realization.



Adaptation has a special meaning at different stages of personality development. The problem of adaptation, which requires the most important solution, occurs in periods of the individual's life characterized by changes in the social environment and status, and is of great importance in the acquisition of identity and a new social role. causes changes and has a significant role in the successful or unsuccessful organization of the activity. The research shows that the necessary changes are possible at the same time in space-time and information-energy coordinates, on the one hand, thanks to the integration function of features that connect the features of the external environment (objective activity, social environment, etc.), and on the other hand, mental processes and psychological properties. , form the corresponding functional structures. In our research, we initially focused on determining the dependence of success motivation on other facts. The analysis of the results is reflected in table 1. It can be seen from Table 1 that students' motivation to succeed is manifested in three directions: high level, medium level and low level. Each of these levels is closely related to academic achievement, adaptability, failure avoidance motives, and self-expression, respectively.

As can be seen from Table 1, the high level of motivation to succeed in students also corresponds to the low level of academic achievement, adaptability, motivation to avoid failure and high self-expression ( $P=0.003$  level). So there is a direct connection between them. This fact lays the foundation for the verification of our hypothesis. Therefore, the higher the motivational ability of achievement motivations, the higher the demands will be on achievement and self-expression levels.



Table. 1. Indicators of the relationship between students' success motivation and academic achievements

(N=60)

Key factors	Upper level of motivation	Average level of motivation	Low level of motivation	P
Academic achievements	123,5	112,4	92,00	0.003
Adaptability	128,1	118,5	89,00	0.001
Failure avoidance motives	124,7	116,2	86,00	0.008
Self-efficacy level	133,8	131,4	82,00	0.000

Also, a low level of success motives resonates with failure avoidance motives. A student studies to be appreciated by others (P=0.000). Thus, it can be concluded that the tendency to success is the aspect that determines the student's self-development, and this fact should be given wide attention.

At the same time, our research showed that the degree of influence of internal factors depends more on the mental state (see Table 2). Mental states are very diverse. They are classified according to different criteria. In general, mental states are classified according to the degree of consciousness (conscious and unconscious), according to emotional indicators (positive, negative and neutral), according to external expression (deep, superficial), according to the source of formation (personally determined) and according to the situation.

Regarding the problem A.O. Prokhorov notes that the mechanisms of mental state formation, its determination and transformation have not been fully studied. Accordingly, the contribution of consciousness and its components to actualization, change, dynamics and regulation of needs has not been practically studied. It is clear that the external objective and social environment have a determining influence on the subject's mental states. But this effect is carried out through consciousness. Consciousness balances problems, provides a meaningful perception of life. It can be said that the state of the subject is the reflection of this balancing. Based on this, the study of the dynamics of the mental states of a person and the role of internal factors here, its influence on the adaptation process is very relevant. Based on these methodological principles and provisions, we considered it appropriate to





study the influence of internal factors on the adaptation process. From this point of view, a study was conducted to ensure the evaluation of the phenomenological demands of the changes in the mental state according to the degree of importance of their adaptation. At this time, seven factors were identified. These include physiological, physical, emotional, cognitive, situational, value, and personality factors.

Respondents were asked to rate the importance of one or another parameter that had the greatest impact on changes in their mental state. The sample selected for the study includes the respondent who is around 26 years old with an average age of 18 years. The study was conducted in the context of a training activity. The study showed that internal factors have a more serious impact on the adaptation process. However, it cannot be said that the influence of external factors is small ( $P=0.002$ ,  $P=0.001$ ). The results of the research showed that in the first sample, internal factors, including the value factor, have the most intensive effect on the change of mental state. Important values such as family, money and health were dominant. Thus, changes in these areas significantly affect changes in mental state. Personal factors have little influence on the change of mental state (table 1).

Table. 2. Indicators of the influence of external psychological factors of students on their adaptation (N=60)

Key factors	Adaptation level	Self-regulation opportunities	Academic achievements (point average)	P
Physiological	125,8	151,2	86,00	0.004
Physical	130,2	143,7	84,00	0.006
Emotional	128,6	122,6	92,00	0.002
Cognitive	142,9	134,2	76,00	0.000
The situation	110,3	121,4	82,00	0.001
Values	118,5	160,1	91,00	0.005
Personality	116,8	119,2	85,00	0.000

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most intensive effect on the change of mental state. Important values such as family, money and health were dominant. Thus, changes in these areas significantly affect changes in mental state. Personal factors have little effect on mental state change. Factors such as sensitivity, stiffness, and hardness are identified. These characteristics, like the personal characteristics of the respondents, have less influence on the change of the situation. However, the effect of academic achievement is insignificant. The price received by the requirements is weakly related to their adaptability. This shows that there is a significant relationship between self-regulation and adaptation ( $P=0.004$ ).

The results of the study showed that in the second sample, physiological and situational factors have the most intensive effect on changes in mental state, namely, physical fatigue and increased appetite, unfavorable environment (unwanted interactions, pressure from others), unexpected situations on changes in mental state. affect. Expressions such as clarity of consciousness and change of thoughts have been highlighted. Thus, it can be noted that the change of adaptation for respondents is mainly influenced by internal factors. Both external and internal factors influence the change of mental state. This is probably related to the age characteristics of the respondents, life cycle, as well as accumulated experiences.

## **Discussion and Conclusion**

Our research and theoretical analysis of the literature allow us to come to the following conclusions.

Achievement motivation is such a phenomenon without which it is impossible to imagine the full development of the personality. Success is an activity carried out in order to achieve something, and a person determines the standards that he sets high enough for himself and tries to achieve it. During the achievement, a person evaluates the standards of the results, the work done after that, that is, he reaches a certain level, which he considers important for him. Conducted researches show that success motivation belongs to every person within the framework of the theory of psychological needs, the need



to achieve, i.e. the desire to win, succeed and overcome obstacles. [Prokhrov, 2009; Fernández-Martín et al., 2020; Seligman, 2019; Jabbarov, 2021; Jabbarov, 2012].

Achievement motivation is usually considered within the framework of education and professional activities, that is, in areas where there is a focus on results, because in these areas it is of greatest importance. This activity should be evaluated in terms of quality or quantity; the requirements for the evaluated activity should not be underestimated or should not be overestimated, that is, the activity may be successful, but it may not be possible and does not happen; it is necessary to evaluate the performance results, there is a certain comparative scale, and within this scale there is a certain normative level, it is considered mandatory; the activity must be desirable for the subject; and he must obtain its result [Kening, 2008; Schneider, 2020; Garbuzova, 2007; Shlyakov, 2008; Vakil, 2021].

Our research showed that people with medium and high levels of success tend to prefer medium risk levels. Those who are afraid of failure prefer small or, on the contrary, a very high level of risk. The higher a person's motivation to succeed - to achieve a goal, the lower the willingness to take risks. At the same time, the motivation for success also affects the hope for success: with a strong motivation for success, the hope for success is usually more modest, to succeed compared to weak motivation for. In addition, people who are motivated and have high hopes for success tend to avoid high risks. Those with a high motivation to succeed and a high willingness to take risks are less fortunate. Accident tolerance is greater than those with high risk but high motivation (protection) to avoid failure. And on the contrary, it is important to prevent failures when a person. Our research showed that mental states such as emotion and anxiety have a direct effect on the adaptation index. The higher the emotional state, the lower the level of adaptation, and this has a comprehensive effect on the success factor. At the same time, successful adaptation can have a constructive direction. Its level depends on self-regulation and external constraints, it changes its direction depending on various factors. Certain mental states can cause certain adaptations and affect the effectiveness of human activity.

Such is the information obtained allows us to conclude that in order to improve the quality of the educational process, it is necessary to take into account the characteristics of students' personality



and psyche. This will allow to regulate the formation of students' professional competence during the educational process, and thus to raise the level of professional training of specialists and successful adaptation.

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