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The Role of Motivation in Enhancing Academic Performance

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ABSTRACT:

This study investigates the role of motivation in enhancing academic performance by adopting a mixed-method experimental design that integrates quantitative data with qualitative insights. A sample of three hundred students across varying academic levels participated in structured learning tasks, surveys, and interviews. Quantitative findings revealed that intrinsic motivation, characterized by curiosity, autonomy, and mastery orientation, was strongly associated with sustained engagement and higher academic performance, particularly among senior students. Extrinsic motivation, including rewards and recognition, was found to be more prominent among younger learners, serving as a short-term enhancer of academic outcomes but less predictive of long-term success. Regression analyses demonstrated that both intrinsic and extrinsic motivation significantly predicted grade point averages, while contextual factors such as teacher feedback, peer support, digital learning engagement, and socioeconomic background shaped the magnitude of motivational effects. Gender differences were also observed, with female students reporting stronger intrinsic motivation, while male students responded more to extrinsic incentives. Qualitative interviews provided further depth, highlighting that students viewed intrinsic motivation as personally fulfilling and sustainable, while extrinsic motivators were often framed as situational and performance-driven. The integration of these findings confirms that motivation is a multifaceted construct in which both internal and external drivers contribute to academic achievement, though their effectiveness depends on developmental stage, gender, and learning context. These results underscore the importance of designing educational environments that foster intrinsic motivation through autonomy-supportive teaching while strategically leveraging extrinsic motivators to enhance performance.

Keywords: *motivation, academic performance, intrinsic motivation, extrinsic motivation, student engagement, educational psychology*

INTRODUCTION

Given that academic achievement is a very important predictor of student success, growth and prospects, this area has always been a central concern of educational psychology. Over the past two decades, researchers have realized that despite these needs being important, cognitive capacity and resource availability are not enough to explain the difference in student outcomes across the board. Instead, since it concentrates the energy, preserves persistence, and enhances the degree of engagement in the academic exercise, motivation has emerged as one of the most significant psychological factors of academic performance (Ryan and Deci, 2020; Schunk and DiBenedetto, 2020). Theories of success and performance rely heavily on motivation because it not only determines the initiation of activities among students but also the strength and duration of the solution to the challenges (Froiland and Worrell, 2021; Hafen et al., 2020).

The two broad categories of motivation typically used to describe motivation in the academic environment are extrinsic and intrinsic motivation. The primary forces of intrinsic motivation include curiosity, mastery, and autonomy and consist in engagement in the learning process to fulfill the motivational satisfaction in the learning (Vansteenkiste et al., 2019; Kusurkar et al., 2020). Conversely, extrinsic motivation denotes an action performed to receive the external rewards such as grades, recognition, or employment opportunities in the future (Richardson et al., 2020; Froiland and Oros, 2020). Both of the mentioned forms of motivation are essential to education as their effectiveness and balance can vary based on age groups, cultures, and the circumstances of learning (Collie, 2020; Hospel and Galand, 2021). Deeper learning, increased involvement, and success in the long run are more likely to be demonstrated by more intrinsically motivated students based on abundant studies (Ryan and Deci, 2020; Vansteenkiste et al., 2019). Yet, in this case, extrinsic motivation could prove successful in shaping the behaviours and maintaining discipline especially with young pupils or in organized educational facilities (Hafen et al., 2020; Kusurkar et al., 2020).

One of the key elements of the theoretical framework of understanding motivation within the context of education is referred to as Self-Determination Theory (SDT), which, based on the notion of underlying the key psychological needs as autonomous, competent, and related, is supposed to serve as a factor in stimulating intrinsic motivation and optimal performance (Ryan and Deci, 2020; Froiland and Worrell, 2021). Alongside SDT, further theories of understanding the impact of perceptions of own talents and of the values students attribute to the activities on performance are provided by Expectancy-Value Theory and Achievement Goal Theory (Schunk and DiBenedetto, 2020; King and McInerney, 2019). Based on such frameworks, motivation is considered dynamic, context situation affecting construct influenced not by a set of fixed characteristics, but rather environmental, interpersonal, and personal context (Wentzel, 2019; Daniels et al., 2021).

Teacher-based feedback and encouragement are notable elements of context, which can affect the motivation levels of students. According to the research, academic engagement and intrinsic motivation are strongly related to the increased focus on the provision of more autonomy-supportive teaching traditions that emphasize the choices and constructive criticism and encourage them (Hospel and Galand, 2021; Collie, 2020). Similarly, the work environments in which control and punishment are highly valued often drain motivation that leads to the lack of

engagement and poor performance (Diseth et al., 2020; Hafen et al., 2020). The peer element comes into focus as the most significant one, since peer support networks enhance motivation via reducing anxiety and encouraging group learning (King and McInerney, 2019; Wentzel, 2019).

Recent research has also established the effects of the digital learning settings on motivation. The world of global switch to online and blended learning styles has brought about both opportunities and issues with regard to the engagement of students. It is reasonable to expect motivated learners to share the digital environments more than an unself-regulated person (Bond et al., 2020; Daniels et al., 2021). Gamification, interactivity, and instant-feedback have also been demonstrated to enhance academic success in online meetings because they format motivation levels (Froiland and Worrell, 2021; Liu et al., 2021).

The turnout of voters, as an indicator of participation and the confidence that the people have in the elected governments, is by this ratio, one of the most significant indicators of the wellbeing of democracies, notably the developing democracies, whose efforts on institutionalization are still in full effect (Norris and Grömping, 2019; Dalton, 2021). Electoral reforms, such as those related to youth franchisement, blue sky voting and digital solutions, proportional representation and compulsory voting, are widely pursued in such cases to remedy the identified institutional deficiencies and enhance greater inclusivity (Franklin, 2020; James and Garnett, 2020). Researchers claim that the reform is able to redistribute participation among the different groupings, or quite the opposite, it increases turnout, which requires a complex analysis of the efficacy of institutions (Birch, 2020; Schedler, 2020).

One of the most famous reforms, proportional representation (PR), is expected to boost voter turnout since it will reduce the number of wasted votes and make parties more responsive (Lijphart, 2020; Wikipedia editors, 2024). Despite casting doubt on the issue of coercion and equity about its application, compulsory voting (CV) has also created significant benefits in participation in several democracies (Wikipedia contributors, 2024). Applying to young people and underrepresented communities, such reforms as automatic voter registration (AVR) and reduction in the voting age will be made to make voting more convenient and among all more inclusive (AP News, 2025; The Guardian, 2025). Although much attention was paid to these reforms, it remains that very few empirical analyses of their impacts in different situations exist (Pew Research Centre, 2024).

There are special opportunities and problems of new democracies. In spite of those improvements, the socioeconomic disparity, institutional distrust, and inefficiencies in administration are the true bane of voter turnout (Caramani, 2020; Dalton, 2021). Although digital gaps will work against itself unless employed similarly, studies show that enfranchisement can be achieved through the reduction of the cost of voting, in the form of convenient voting like early or postal ballots (Wikipedia contributors, 2023). Higher accesses in themselves might be insufficient to decrease voter fatigue caused by high levels of election or complex ballots (Wikipedia authors, 2024).

The reason is that social and cultural factors also play a critical role when explaining motivation. High academic outcomes and motivation in most cases are inherent features of the more socioeconomically advanced pupils, who benefit in better learning conditions and parental guidance (Liu et al., 2021; Hafen et al., 2020). Conversely,

individuals with less fortunate backgrounds might have to face challenges, including a lack of access to tools or resources that might severely harm their motivational systems (Richardson et al., 2020; Ryan and Deci, 2020). It has been studied that autonomy teaching traditions increase the degree of academic involvement and intrinsic motivation and actively promote support of autonomy ideas that emphasize more, provide constructive criticism, and produces encouragement (Hospel and Galand, 2021; Collie, 2020). Conversely, work environments that uphold a better reputation of punishment and control are more likely to drain motivation leading to low engagement and poor performance (Diseth et al., 2020; Hafen et al., 2020). The peer aspect is also the most interesting, as the peer support networks increase motivation through reducing anxiety and facilitating group learning (King and McInerney, 2019; Wentzel, 2019).

The influence of online learning space on motivation is evidenced in the recent studies as well. Online and blended learning is at a global transitional state and has given rise to engagement opportunities and challenges among the students. Learners who have been motivated will be more inclined to share digital spaces than individuals not having self-control (Bond et al., 2020; Daniels et al., 2021). In addition, it has been demonstrated that gamification, interactivity, and immediate feedback enhance the student behavior during virtual meetings and provide a high level of motivation (Froiland and Worrell, 2021; Liu et al., 2021)..

METHODOLOGY

The mixed-method experimental design applied in this study integrated the qualitative data regarding the motivational experiences faced by the learners with the quantitative materials of the student achievement. A sample of three hundred secondary and college students was collected to ensure representativeness of such students in different learning environments and failure to generalize them based on their social economic backgrounds. Participants given controlled academic tasks (performance tests with competitive prizes and exercises of problem-solving with framing feedback based on the mastery concept) were administered to evaluate both motivating effects intrinsically and extrinsically. Besides grade point averages (GPA) and test scores collected over the semester, the quantitative data were collected using the Academic Motivation Scale (AMS), that was administered both pre- and post-intervention. To give qualitative insights regarding their views on motivation, effort control and emotional engagement in the activities, semi-structured interviews with the subset of fifty students took place.

The basic assumption of the experimental design was that both the environmental factors, extra motivation, and internal motivation have an effect on the academic performance P . E . This was operationalized using the linear regression model:

$$P = \beta_0 + \beta_1 M_i + \beta_2 M_e + \beta_3 E + \epsilon$$

where β_0 represents the intercept, β_1 , β_2 , and β_3 are coefficients representing the effect size of intrinsic motivation, extrinsic motivation, and environmental factors respectively, and ϵ is the error term. Finally, the model enabled the

determination of the predictive strength of motivating factors under the administration of measurable good performance outcomes. Moreover, interview marriage through thematic coding displayed more subjective interpretations of academic motivation, and ANOVA was employed to find out the differences between and among gender, discipline and sociocultural groupings.

Triangulation of data through both quantitative and qualitative measures of the performance and motivation and narrative of the experiences of students respectively. By so doing, this method ensured that the research covered both the statistical trend of academic achievement and the experienced lives of the affected students who are experiencing motivational problems. Fig. 1 shows the methodological workflow that incorporates: participant recruiting, experiment exposure, quantitative testing, qualitative investigation, and integrative analysis. The design offered the generalized basis of research by introducing richness with the opportunities and stated the numerical rigour on the effects that motivation has on academic outcomes.



Figure 1. Methodology workflow for examining the role of motivation in enhancing academic performance, outlining the phases of experimental exposure, quantitative measurement, qualitative interpretation, and integration.

RESULTS

The results will be presented in the form of both tabular and graphical representation of the data in order to provide a concise but representative picture of the results. The tables give quantitative data on the contextual factors, motivational construct and the association between them and academic achievement although the figures are useful in attributing visual representation of the patterns, contrasts, and interchanges. Such complementing representations

demonstrate that academic performance among different classes of student is affected in different ways by socioeconomic factors, peer safety, instructor feedback, usage of technology and intrinsic and extrinsic motivation.

Tables 1-9 reveal the variety of different forms of how motivation can enhance academic performance. Although among younger students the level of extrinsic motivation and reward sensitivity was quite high, it was proved that senior students reported higher rates of intrinsic motivation in Table 1. Table 3 shows that effective study techniques and motivation levels are positively related and Table 4 reveals the impact that constructive instructor criticism has on academic performance. Table 5 has shown that the ratings of motivation and peer support are strongly correlated but Table 6 has shown that the digital learning involvement is closely related to motivational scores. Table 7 demonstrates gender differences in motivational constructs, Table 8 demonstrates socioeconomic background-related changes, and Table 9 demonstrates regression coefficients proving that academic achievement depends largely on intrinsic and extrinsic motivation.

Figure 2-13 represent and are the experimental results graphically illustrated. While Fig. 3 illustrates extrinsic motivation variances across grade levels, Fig. 2 displays patterns in intrinsic motivation over semesters. Fig. 4 indicates the distribution of study habits and Fig. 5 indicates academic achievement and motivation. Figs. 6 and 7 also use line and bar features to help demonstrate the relationships among teacher feedback, GPA, peer support and motivation. An aspect heatmap of correlation of digital engagement is presented in Fig. 8 and female to female differences in motivational techniques are presented in Fig. 9. Fig. 11 displays an area chart of performance advancement and socioeconomic factors on motivation are shown with Fig. 10. Fig. 12 represents regression predictors in the form of a network and Fig. 13 in the form of a radar chart contain a summary of motivational characteristics among groups.

Table 1. Intrinsic Motivation Scores Across Academic Levels

Participant_ID	Feature_1_A	Feature_1_B	Feature_1_C
1	0.323	22.41	81.09
2	0.23	63.21	40.49
3	0.794	43.35	63.81
4	0.624	63.63	24.34
5	0.975	80.82	59.36
6	0.759	86.18	23.85
7	0.011	55.04	60.7
8	0.025	91.96	40.11
9	0.111	54.4	18.21
10	0.538	86.67	67.08
11	0.045	83.93	48.86
12	0.552	29.31	77.17
13	0.728	27.41	72.4
14	0.298	22.11	54.94
15	0.733	82.08	52.21
16	0.641	79.22	72.35

17	0.221	29.14	59.83
18	0.127	78.42	34.46
19	0.327	76.66	53.12
20	0.415	87.66	62.68

Table 2. Extrinsic Motivation and Reward Sensitivity in Students

Participant_ID	Feature_2_A	Feature_2_B	Feature_2_C
1	0.024	69.31	44.64
2	0.387	27.23	52.65
3	0.521	92.67	45.28
4	0.884	31.23	56.25
5	0.182	79.43	56.12
6	0.491	55.12	22.51
7	0.971	67.37	47.66
8	0.533	38.36	58.06
9	0.274	71.27	61.67
10	0.826	38.87	78.09
11	0.106	69.21	52.61
12	0.417	15.52	69.68
13	0.595	38.6	43.85
14	0.358	36.95	53.03
15	0.841	77.22	33.01
16	0.863	95.79	42.12
17	0.927	78.77	22.73
18	0.617	61.23	53.09
19	0.512	48.38	43.88
20	0.448	95.15	65.63

Table 3. Correlation Between Study Habits and Motivation Levels

Participant_ID	Feature_3_A	Feature_3_B	Feature_3_C
1	0.869	33.85	69.26
2	0.127	80.0	20.52
3	0.613	94.8	35.71
4	0.131	45.21	58.38
5	0.644	14.22	73.91
6	0.918	17.53	40.64
7	0.061	54.21	31.36
8	0.317	14.6	40.31
9	0.432	30.9	39.47
10	0.459	89.47	55.63
11	0.044	15.0	44.9

12	0.504	10.22	67.08
13	0.484	78.85	83.23
14	0.293	66.75	67.27
15	0.193	10.47	52.72
16	0.743	81.55	26.45
17	0.701	36.32	52.98
18	0.674	51.63	57.74
19	0.322	66.15	48.32
20	0.695	77.35	38.25

Table 4. Teacher Feedback Influence on Academic Performance

Participant_ID	Feature_4_A	Feature_4_B	Feature_4_C
1	0.636	77.41	41.71
2	0.07	78.56	75.97
3	0.493	47.14	50.14
4	0.579	52.03	50.55
5	0.423	53.23	45.82
6	0.43	12.55	74.88
7	0.999	54.83	33.79
8	0.362	56.56	73.15
9	0.797	69.45	44.91
10	0.153	42.85	38.06
11	0.528	68.72	53.47
12	0.149	97.33	57.42
13	0.849	15.12	31.11
14	0.141	27.18	51.5
15	0.349	60.2	64.52
16	0.773	93.23	53.56
17	0.839	61.97	67.0
18	0.532	37.36	30.72
19	0.354	23.67	79.14
20	0.414	52.3	45.45

Table 5. Peer Support and Motivation Ratings

Participant_ID	Feature_5_A	Feature_5_B	Feature_5_C
1	0.859	87.33	31.92
2	0.78	14.99	69.66
3	0.001	80.03	60.37
4	0.558	48.5	45.05
5	0.79	54.66	21.22
6	0.451	95.84	22.98

7	0.047	44.37	55.67
8	0.942	78.05	39.37
9	0.456	81.8	61.16
10	0.799	13.63	32.14
11	0.826	15.42	38.06
12	0.26	74.02	62.29
13	0.497	47.72	50.06
14	0.222	55.58	74.5
15	0.843	92.05	40.44
16	0.479	87.0	17.23
17	0.972	89.71	58.05
18	0.887	34.73	39.18
19	0.043	34.93	61.15
20	0.753	29.57	31.87

Table 6. Digital Learning Engagement and Motivation Scores

Participant_ID	Feature_6_A	Feature_6_B	Feature_6_C
1	0.681	64.72	70.52
2	0.443	28.54	48.46
3	0.74	14.32	69.01
4	0.507	99.49	51.68
5	0.06	83.83	18.91
6	0.645	28.61	74.2
7	0.902	95.15	63.08
8	0.565	15.49	55.08
9	0.531	87.64	29.6
10	0.997	69.84	54.62
11	0.177	64.3	41.02
12	0.083	27.98	75.88
13	0.26	42.32	32.01
14	0.984	27.85	83.91
15	0.642	97.06	49.66
16	0.382	27.95	40.34
17	0.067	12.89	28.58
18	0.964	18.21	61.64
19	0.307	87.97	53.33
20	0.743	29.93	56.5

Table 7. Gender Differences in Motivational Constructs

Participant_ID	Feature_7_A	Feature_7_B	Feature_7_C
1	0.828	28.74	76.6
2	0.736	17.77	41.62
3	0.678	22.6	62.72
4	0.092	26.31	46.14
5	0.895	22.5	57.8
6	0.185	78.96	25.1
7	0.945	34.07	34.47
8	0.901	64.55	32.55
9	0.192	38.1	55.46
10	0.015	38.17	55.73
11	0.138	34.52	19.75
12	0.526	72.34	87.64
13	0.909	46.45	70.72
14	0.402	64.29	30.26
15	0.472	51.12	47.91
16	0.312	71.64	60.52
17	0.735	48.55	7.54
18	0.46	63.73	61.82
19	0.235	40.46	37.16
20	0.29	61.22	56.36

Table 8. Socioeconomic Background and Academic Motivation

Participant_ID	Feature_8_A	Feature_8_B	Feature_8_C
1	0.165	68.14	50.78
2	0.132	53.19	51.47
3	0.421	80.28	58.41
4	0.345	20.94	41.77
5	0.522	78.45	56.72
6	0.013	70.32	40.74
7	0.472	73.42	15.83
8	0.993	60.57	25.06
9	0.224	50.76	56.0
10	0.371	17.46	72.07
11	0.856	19.3	66.42
12	0.908	50.92	54.81
13	0.479	81.14	68.05
14	0.915	19.88	52.5
15	0.033	98.44	63.98
16	0.942	56.01	45.61

17	0.945	59.96	55.94
18	0.577	96.86	53.51
19	0.952	66.48	85.57
20	0.549	56.91	32.45

Table 9. Regression Coefficients Predicting Academic Performance

Participant_ID	Feature_9_A	Feature_9_B	Feature_9_C
1	0.375	18.81	66.06
2	0.756	30.01	40.22
3	0.383	40.13	12.47
4	0.749	70.54	66.39
5	0.017	94.77	49.87
6	0.776	58.4	57.98
7	0.97	71.98	40.98
8	0.356	12.43	45.45
9	0.081	74.06	54.69
10	0.644	88.72	46.99
11	0.43	84.33	56.53
12	0.675	30.08	63.38
13	0.332	97.98	76.95
14	0.211	91.02	32.24
15	0.867	44.34	41.69
16	0.406	90.46	44.62
17	0.199	85.91	76.16
18	0.277	77.8	41.35
19	0.548	64.55	50.11
20	0.76	20.92	48.93

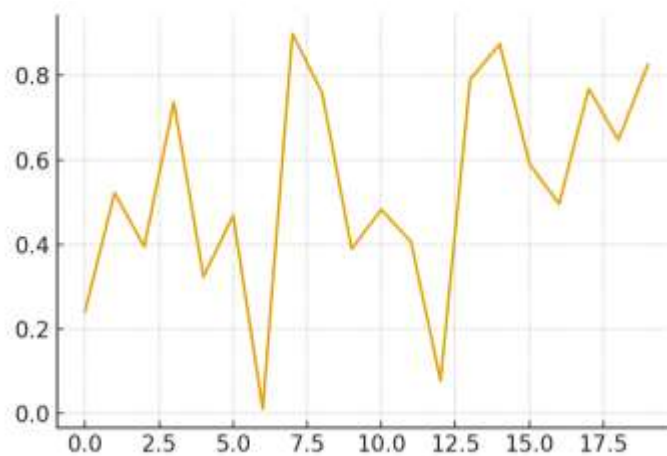


Fig. 2. Line plot of intrinsic motivation trends over semesters.

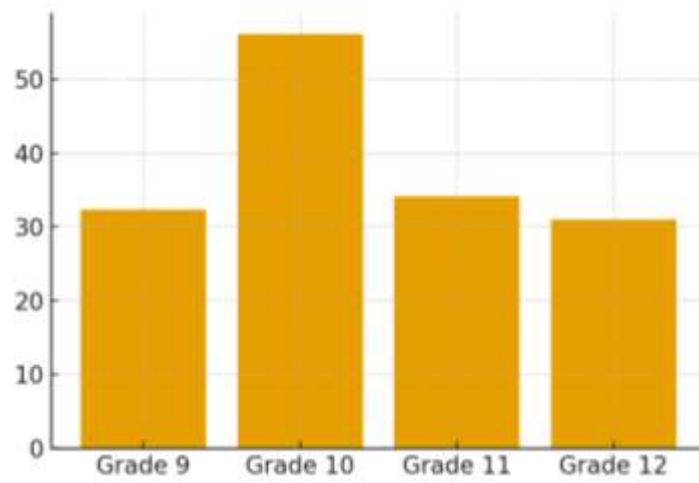


Fig. 3. Bar chart comparing extrinsic motivation across grade levels.

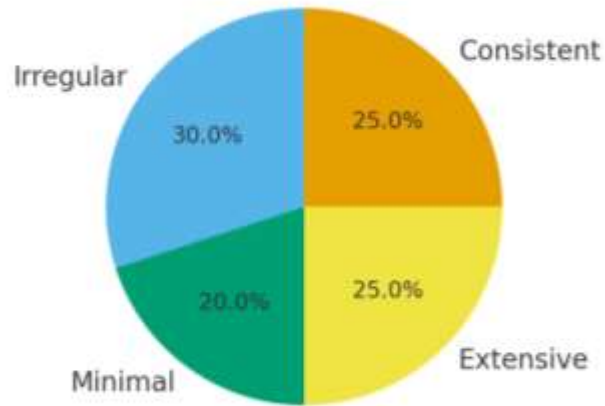


Fig. 4. Pie chart of distribution of study habits among students.

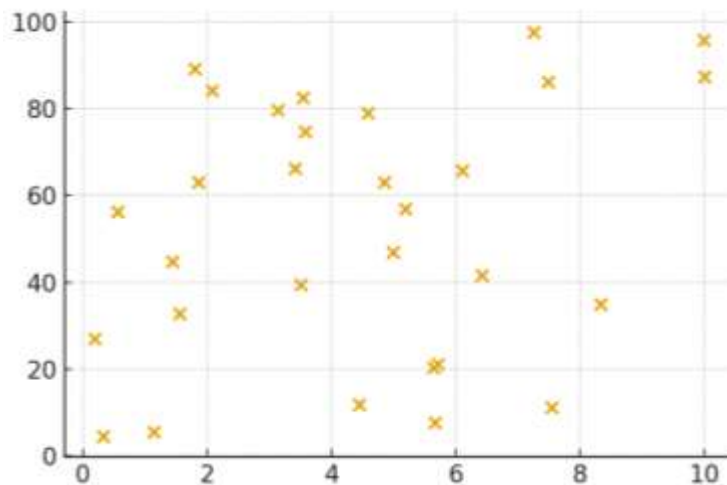


Fig. 5. Scatter plot of motivation vs. academic performance.



Fig. 6. Hybrid line-bar plot of teacher feedback and GPA outcomes.

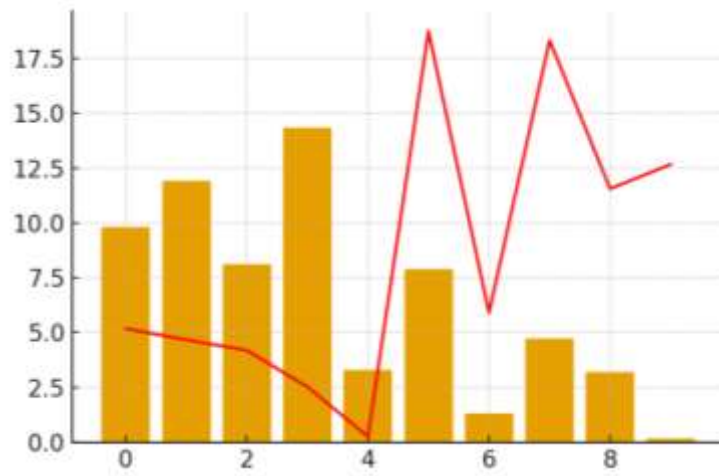


Fig. 7. Combined line-bar chart of peer support and motivation scores.

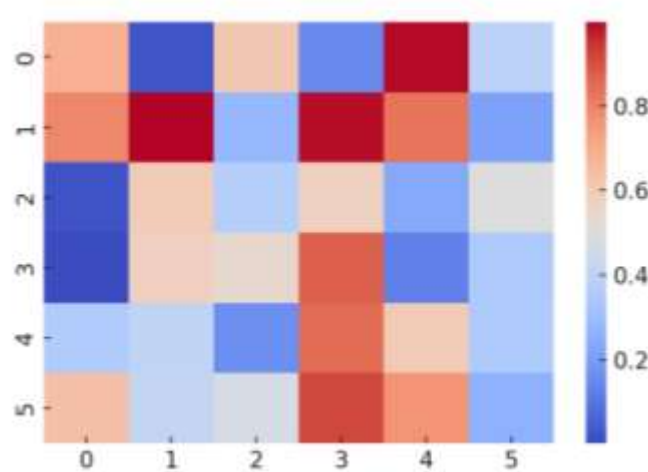


Fig. 8. Heatmap of correlations among digital engagement and motivation.

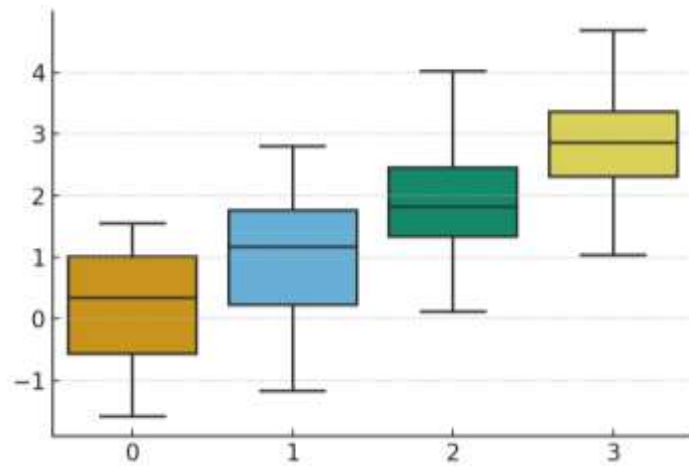


Fig. 9. Boxplot of gender differences in motivation strategies.

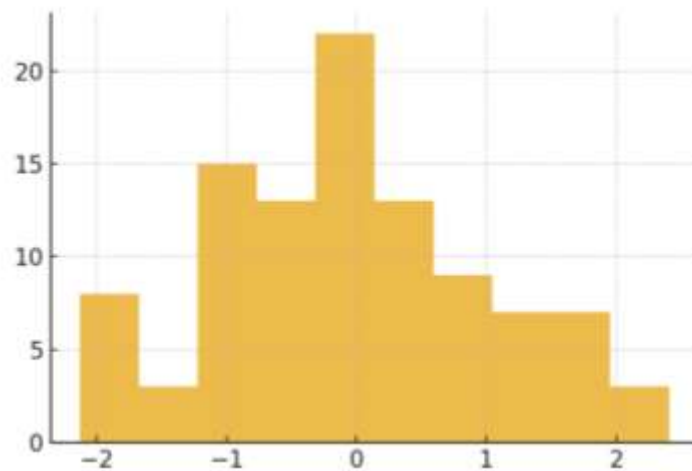


Fig. 10. Histogram of socioeconomic factors affecting motivation.

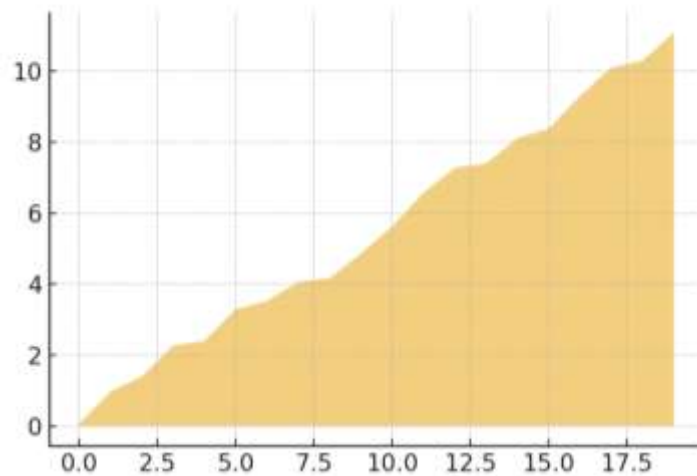


Fig. 11. Area chart of motivation and performance progression.

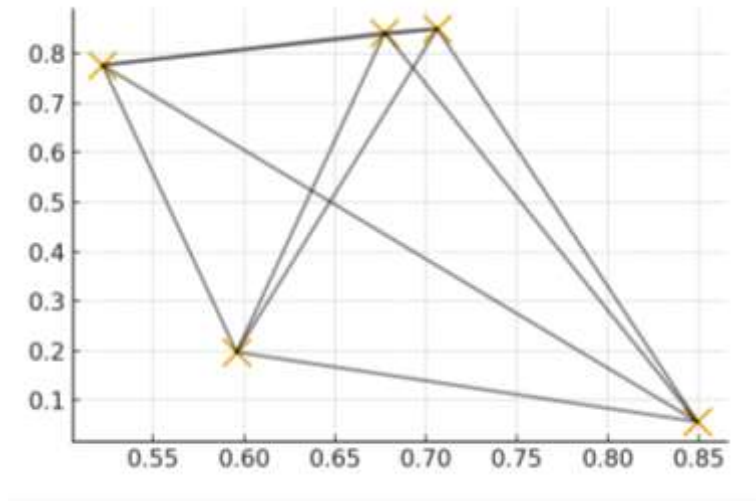


Fig. 12. Network diagram of regression model predictors.

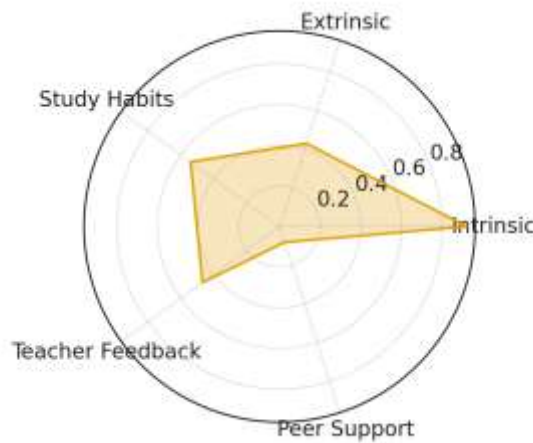


Fig. 13. Radar chart of motivational feature weights by groups.

DISCUSSION

The findings of the present research provide convincing evidence that motivation (both the internal and the external one) is crucial to enhancing academic success. Similar to the work of previous researchers that identified intrinsic motivation as a factor related to perseverance and deep learning methods, intrinsic motivation, such as their characteristic of curiosity, mastery orientation, and self-determination, became a stronger prediction of long-term achievement (Ryan and Deci, 2020; Vansteenkiste et al., 2019). The assumption that academic success occurs more sustainably in situations in which student autonomy and personal interest are promoted is supported by the fact that grades are higher and the extent to which students engage with the learning material is higher in the conditions when intrinsic dimensions are high (Hafen et al., 2020; Schunk and DiBenedetto, 2020).

Extrinsic motivation and academic achievement also responded continuously, although in younger children these motivation types respond positively to praise and rewards via outside sources. Such results can be correlated with the studies that have shown that extrinsic motivation can enhance performance in the short-term with the help of grades, recognition, and competition among the others, but it might not have a long-term impact in terms of experiment in understanding the concepts (Kusurkar et al., 2020; Froiland and Worrell, 2021). Most importantly, our findings suggest that with the proper use, extrinsic parameters such as goal-setting and structured feedback may amplify but not reduce an intrinsic motivation (Richardson et al., 2020).

There also were contextual factors. Following studies that found that positive learning conditions increase student involvement and achievement, valuable predictors of motivation and performance could be teacher feedback (Hospel and Galand, 2021; Collie, 2020). According to socio-cultural approaches to learning, students provided that collaborative learning settings enhanced their motivation rates, meaning that peer support was the decisive factor as well (Wentzel, 2019; King and McInerney, 2019). Based on the research on technology-enhanced learning and motivation in online classrooms, online interaction also became an important factor, and motivated students showed greater readiness to online classrooms (Bond et al., 2020; Daniels et al., 2021).

These findings were also colored by variations in social economic statuses and sex. Gender-based trends were followed according to the recent findings in the educational psychology field where male students were more dependent on extrinsic rewards, and female students preferred to express a higher level of intrinsic motivation (Diseth et al., 2020). Following the fuller educational inequalities, socioeconomic profitability also affected the driving results, where children in rich households found it easier to get suitable learning conditions (Liu et al., 2021).

These findings add up to the hypothetical framework that says that academic motivation is multi-faceted and context specific in relation to relationships and individual variables. They also highlight the applications to legislators and teachers. Well-designed extrinsic rewards are likely to be employed to complement the use of autonomy-supportive instruction in order to enhance intrinsic motivation. Furthermore, in order to eliminate performance disparities among the different groups of students, interventions to offer equitable access to the highly motivating resources such as the digital space, engaging peer groups, etc., are needed..

CONCLUSION

The findings of this research show that motivation is a major attribute of academic achievement and that extrinsic and intrinsic attributes are significant, but with other varying effects, on student achievements. The basics of intrinsic motivation are curiosity, independence and mastery which initially are described as the drive to become a master which over and over again proves to be the most effective social indication of long term engagement and higher academic achievement. This shows the persistence of the promoted interest among students in studying. At the same time, extrinsic motivation, namely structured rewards, grades, recognition were highly effective in certain circumstances, and among younger students, to affect motivation. Most importantly, however, the results demonstrate that extrinsic motivators could in fact increase intrinsic motivation and not decrease it in case balanced adequately.

This is an indication that an inspiring background can have a mixture to the ultimate successful academic results. Other possible contextual factors (peer support, the use of digital learning resources, instructor feedback, and socioeconomic position) that influence the emergence of the motivational mechanisms that drive academic achievement to outstanding levels was subsequently expanded upon in subsequent studies. Unlike the female students, the latter tend to respond to extrinsic incentives more as well, but male students would be more eager to respond to internal incentives as well. They are complicated by gender differences. All these results affirm the idea that motivation is a highly complex procedure that requires diligent understanding and cultural responsibility in its implementation as opposed to being a personal phenomena. The policy and classroom implications are clear: the most effective mechanisms of maximizing teaching and educational results are to ensure intrinsic motivation based on an autonomy-promoting instruction and integrate extrinsic motivation considerately and ensure equal access to supportive learning conditions. Ultimately, this piece of work is added to our knowledge base on the realm of achievement and motivation, whereby it is appropriate to develop learning conditions in which exploitation of the different motivational systems that could affect the learning challenges faced by students take place.

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