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## **Trending in Major Motivational Theories**

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### **Abstract**

This paper undertakes an examination of the driving forces behind the determination of student motivation both in the classroom setting and in other external circumstances. We initiate the analytical assessment with a brief introduction of the concept of motivation which reflects the central functional mechanism for the offering of motivational stimuli. The introduction encompasses the discussion of the primary major aspects affecting the understanding of what the motivation science says about its subject matter, presenting an overview of various research efforts which describe motivation as the driving force behind students' success in their academic pursuits. The following portions of the presentation propose a detailed illustration of other findings maintaining that success satisfaction is a key component of motivational human disposition. As we extend our investigation into the analytical framework of the area of motivational research, the factors that shape motivation are presented as well as the conditions that provide verification and support for student success. The paper extends its focus to the scrutiny of the overview of the trends in the major motivational theories showcasing a detailed report on the findings of various studies. The leading theoretical concepts and approaches within the discipline are outlined which cover the studies of motivation theories such as the self-worth theory of achievement motivation, the expectancy-value theory, the social cognitive theory, self-determination theory (SDT). Recommendations are likewise introduced for consideration regarding encouraging students to develop resilience in the course of study in order to solve challenges and stay motivated.

**Keywords:** motivation; student motivation; student motivation theories; motivation science; motivation theory.

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## **1. Introduction**

The concept of motivation represents a central mechanism that is the source of inspiration and provision of guidance for human actions. It is a personal quality that helps the individual to achieve the desired goals. In the pursuit of the fulfilment of those goals, it is necessary to exert effort in diverse forms and a range of intensity. Frömer (2021) argues that the amount of effort allocation towards completing a certain task is shaped by the reward expectations. However, in cases of uncontrollable variables of external factors outside of individual's influence boundaries, amplified persistence has marginal effectiveness. A theory called "Expected Value of Control" maintains that people get immersed in mental considerations about the potential reward outcome and the effectiveness of their labour input. They implement this information to determine courses of action regarding the amount of effort they intend to invest in a certain task. Consequently, the intensity of effort application is in a relative proportion to the reward potential which regulates brain response to complete tasks with significant effectiveness [11]. Motivation shows the potential to influence behaviour by playing a pivotal role in wants and needs [20]. It can be considered as an internal force resulting from the influence of the trigger for behavioural responses [37]. Human tendencies and activities are largely conditioned by motivation, which is viewed as endurance in persistent endeavour. It can additionally be observed as a state of perpetual creativity and inspiration in relation to the behaviour of the students [34]. Work and activities within the social setting are depicted as elements that require internal motivation, some kind of driving force that facilitates the acquisition of new information, and improvement of academic achievements [35]. highlights that motivation plays a significant role in the educational process. Excellence in academic achievements exhibits a linkage to the array of activities performed by the student, the amount of effort put forth and student's general commitment in fulfilling his academic tasks.

## **2. The role of motivation in higher education setting**

According to [28] motivation is susceptible to being impacted and guided by a mixture of different forces, factors, and underlying conditions that create opportunities and support mechanisms for students to succeed. In Reference [37] Zarkasih and his colleagues. explore the interactions and correlations within the relationship between psychosocial factors and student success in the context of the surrounding neighbourhood or society. They assess the patterns of persistence employed in a higher education setting utilizing findings from previous studies on five areas (motivation, self-perceptions, attributions, self-regulation, and anxiety), to ascertain the processes involved in these areas and their relationship to two results: persistence in studies and academic achievement. As indicated by the data obtained, factors relating to both psychological and social dimensions show small but significant correlations with persistence and academic achievement. Overall, more significant correlation is established between motivation and self-perception, and that the extent of student involvement and engagement is closely related to student academic performance. According to [37] internal motivation exerts the most significant influence on the student as opposed to alternative motivational forms, precisely because it is a derivation from the influence of the individual's internal energy, uninfluenced by external factors or conditions, so they believe that the actions undertaken by self-motivated internal influences demonstrate the features of enhanced consistency along with more deeply felt satisfaction and concentration. Based on this, the

recommendations are that the prerequisite for the student success is recognized to be greater for individuals who developed internal motivation towards obligations pending. According to previous research, students possessing self-sustained motivational sources have better results than students lacking these factors. After realizing the importance of intrinsic motivation, attempts are employed in the study to identify the contributing factors that affect the academic achievements of students. In [36] considerations are made and conclusions are drawn that external and internal motivation must be analysed within the framework of interrelated connections. In [27] Muhammad & Handayani acknowledge the status of motivation as the factor governing the patterns of student performance and confirm motivation's significant role of addressing potential barriers affecting student performance. During the course of their scholarly examination, it is demonstrated that a linkage between motivational aspects and student persistence is present in the educational process as a complementary phenomenon that facilitates the process of successful navigation of difficulties in stressful situations and showcases the individual's skill set to handle the adaptation process in adverse life conditions. Based on the results of their research, a notable relationship is apparent between persistence and different types of intrinsic motivation, with the strongest bond between resilience and the lack of amotivation. Students demonstrating lower degrees of resilience recorded increased levels of amotivation. In university students, the impetus for educational engagements established upon internal motivational forces is considered to be immediately apparent. However, the capacity for surmounting challenges is equally essential for the realization of learning objectives. Its extent can additionally be cultivated by means of instructional intervention, which offers the potential for university instructors to broaden the scope of their activities.

### **3. Overview of the science of motivation**

Various notions are being considered by [27] about the motivation of students to engage in learning, with each theory approaching motivation in its own fashion. In [31] *Putten & Fraser* perform examination of a subset of the most critical theories on motivation. Certain theories investigate the extent of students' desire to learn, whereas other review the manner in which students sustain involvement in their studies. Every theoretical perspective employs its own distinctive methodologies focusing on diverse aspects of motivation. However, there are occasions when theoretical models overlap incorporating comparable domains. This particular situation provides us with the opportunity to explore and implement a comparative analysis in order to see distinctions and commonalities observed between these entities. According to [31] attribution theory (AT) looks at individuals' self-perception which is subject to the influence of significant external factors in particular social surroundings or self-awareness of social circumstances. They maintain that the theory of self-worth (swt) focuses on individual's self-esteem, and the self-determination theory (sdt) predominantly looks at the role of these emotions in shaping cognitive responses and actions. In [34] Tadayon and his colleagues. assert that attribution theory offers people explanations about the reasons behind events and phenomena, as well as personal behaviour. During the process of attribution formation, individuals articulate self-explanations about others or themselves. As an illustration, one might assert they achieved a high score on an assessment due to their intensive study efforts, or they might think someone else's exceptional score resulted from the fact that they possess inherent intellectual ability. Attribution processes take place every day and often without conscious awareness. Whether managing adverse experiences or realizing ambitions, interpreting the development of

events facilitate adaptation and overcoming barriers in our daily lives. According to [20] students in a regular fashion receive feedback regarding their schoolwork other activities, which in turn affects their cognitive strategies influencing the extent of their motivation to learn. Attribution theory provides explanation about the effect of assessment responses on students' motivation, providing insight into how feedback affects students' motivation by enabling comparison between self-consciousness of their own success with the achievement of their peers. Mudavadi (2019) as cited in [27] highlights that students who often possess a favourable perception of personal success show a higher tendency to maintain effort and refrain from early abandonment of their studies. They show increased dedication to attaining success and responding to failure with increased seriousness. Attribution theory is vital for teaching professionals to understand students' self-perception and the input they receive about their achievements. The authors suggest that teachers use this theory to give constructive, actionable feedback because students experience of enhance learning experiences with specific feedback from teachers rather than leveraging their intuitive understanding or resorting to randomness to judge their own abilities.

#### **4. Trending in major motivation theories**

Urhahne & Wijnia [35] discuss various well-established theories of motivation in education highlighting the expectancy-value theory, social cognitive theory, self-determination theory, interest theory, achievement goal theory, and attribution theory. The paper uses an "action model" to integrate, classify and compare the theories by showing their differences and some commonalities. Moreover, they try to show the connection between motivation and academic achievement analysing the role each theory plays in describing knowledge acquisition. The text of [27] focuses on the dynamics of motivation in the field of education environment and places emphasis of its crucial role in the knowledge acquisition environment. It discusses several motivation theories including constructivism, connectivism, self-determination theory (SDT), and social cognitive theory to explain student motivation. The paper employs a literature review methodology to analyse the importance of the theories. Motevalli and his colleagues. [25] perform a systematic review on e-learning environments for healthcare professionals. Researchers primarily concerned themselves with motivational design strategies to bring in e-learning classes activities that capture interest, create absorbing and entertaining interactions and offer enjoyable experiences. The research demonstrated that theories of motivation such as intrinsic value beliefs were rarely applied in the studies under review. The study advocates for future research of motivational constructs like purpose, confidence, and autonomy of students in online settings. In [28] Oliveira investigates the study of motivation combining two prominent motivation theories, the Self-Determination Theory and the Functional Approach to Volunteer Motivations to provide a deeper understanding of extrinsic and intrinsic motivations. Zarkasih and his colleagues. [37] bring attention to the importance of motivation in open and distance education (ODE), illustrating its relevance in strengthening of educational strategies and boosting learning outcomes. Their standpoint is that motivation is of vital necessity for improving student retention levels in ODE courses. Theories such as transactional distance are identified as of paramount importance in the settings of ODE. Additionally, the self-efficacy, self-determination, and interest motivation theories are cited as holding relevance to student autonomy and empowerment in achieving increased student performance.

## **5. Self-worth theory of motivation (SWT)**

Putten, S.V., & Fraser [31] maintain that the theory of self-worth plays a pivotal role in comprehending the fundamental elements involved in student motivation. Their viewpoints suggest that students' achievements are unified through corresponding features of self-perception. In the event that students perceive themselves in a negative light, their motivation may lower and affect students' academic performance. Self-worth theory (swt) has been a key factor in shaping our perspective on the nature of motivation in education. SWT says the level of success someone achieves is aligned with the self-perception. Holding a low opinion of their own abilities, students have a high probability to feel a decrease in motivational energy according (Bandura, 1993) as cited in Reference [20]. John Atkinson as cited in [31] states that during any process of assessment adhering to a standard of achievement, like in school, failure (seen as negative) and success (seen as positive) will contribute to changes in student motivation. The feedback impacts students' self-evaluation of their qualities. He adds that a student's view of their overall abilities is contingent upon their academic performance, as it is their current competitive landscape, and this directly influences their future motivational dynamics. From this, Atkinson as cited in [31] concludes that students themselves as underperforming in a task could opt not to take part if they perceive themselves as failing to achieve the expected levels of performance. This only goes to prove that students' self-view alters their motivational state in a specific context. (Atkinson, 1957) as cited in [31]. According to Bandura as cited in [20] self-assessment of one's own skills is of paramount significance to motivation. He posits that the source of motivation is shaped by people's thought processes. Inspiration for engagement in activities is determined by the self-assessed capacity for success. Actions are governed by the self-perception of one's skills, the goals they set, and the accomplishments they believe they can realize. Leins Reference [23] suggests that according to the self-worth theory of motivation, students feel encouraged about their own capabilities by the rewarding of their hard work, not just their achievements. This approach has the potential to enhance motivation and self-esteem, especially in cases where English is taught as a foreign language. Motevalli and his colleagues. [25] look at the processes by which students cultivate self-motivation and find inspiration, highlighting that maintaining a favourable perception of their own personal abilities and work outcomes is crucial for academic success. They believe that focusing on the self-image students hold and their passion for educational growth helps keep their motivation stay high. Both student inspiration and teacher encouragement empower students to excel academically and promote students' success in their academic pursuits. They say that students need inspiration and intrinsic motivation in their classroom activities, while the educators should foster and support students' determination. They suggest exercises where students can express their own beliefs. They believe that a student's drive is influenced by their view of their own skills and abilities to accomplish tasks. They trust that the instructing professional can enhance student motivation by providing support in students' personal growth and inspiring authentic passion to learn through authentic inspiration. Bovenko [3] proposes that self-esteem is vital for fostering motivation in sports contexts. It modifies the way people establish objectives and realize achievements. Motivation in sports contexts comes from both a mix of external stimuli such as rewards and internal elements such as personal values. Experts look at diverse instructional methods and international research to understand how to sustain athletic motivation and facilitate their success. In their work, they investigate various training strategies and look at both expert analyses and

theoretical research to better comprehend motivation. They present suggestions for enhancing motivational drive in athletes by focusing on important factors and conditions. Their hands-on guidance involves different techniques employed to boost motivation and nurture affirmative relationships with parents, coaches, and sports psychologists in order to help athletes gain self-confidence and dispel their apprehensions.

## **6. Expectancy value theory of motivation**

Oliveira and his colleagues. [28] discuss the expectancy value theory of motivation in order to try to understand the factors of motivation behind individuals' choice of certain tasks, the driving force that makes students persist in their endeavours, the impetus for their unwavering resolve, and their performance outcome. Various propositions are made in the attempt to clarify the rationale behind individual choices and academic success. In the view of the expectancy value theory, individuals' choice is determined by the key constructs: performance ability and personal value they place upon certain tasks. The focus of the discussion is shifted towards the comparison of performance ability and personal value as compared to the model of Eccles and Wigfield. Eccles and Wigfield' model was devised to provide insight into choice determination for specific task performance. The field of math was used in their analysis which explores the two primary constructs of the model: "expectancies" (self-assessed abilities) and "values" (the perceived value of the task). These two constructs contribute to the knowledge of decision-making processes in individuals when prioritizing certain tasks and their performance outcome. As illustrated by the model, persistence in endeavours, impetus for unwavering resolve, and performance outcome are shaped by the self-beliefs and subjective values. These constructs are determined by the perception of personal capability and accumulated experiences. The model also shares insight into the approach used to measure "ability beliefs" (individual's beliefs of their own mastery) and "expectancies for success" (one's expectancies for future success). The article moves on to make comparison of the constructs to researchers' ideas, like those observed by Bandura, who explored the level confidence for individual abilities. The article ultimately elaborates on some "achievement values," which according to [37] include: attainment value: i.e., importance of doing well, intrinsic value: i.e., personal enjoyment, utility value: i.e., perceived usefulness for future goals), cost: i.e., competition with other goals. The article posits that these values offer a clear view of making choices and provides insights why these constructs are different from other ideas about motivation.

## **7. Social cognitive theory of motivation (SCT)**

Tadayon [34] posits that Albert Bandura's theory addresses the cognitive aspects of acquiring knowledge through observation, not only through direct experience. He opposes the concept of his association with 'behaviourism' since his theory fundamentally prioritizes cognition over behavioural patterns. The theory postulates that observational learning occurs as an internal cognitive process rather than being a manifestation of a behavioural phenomenon and independently of direct imitation. The author highlights several ideas that are characteristic for SCLT: potential future outcomes are a projection of present and past experiences and state of affairs. The "social" part of the theory acknowledges that knowledge acquisition happens through cognitive processes of information about human thought and action by the influential contribution of the environment.

Anticipatory assumptions about prospective events modify our analytical view of recent developments. Furthermore, our expectations affect the decisions we undertake towards our behavioural tendencies, and consequently, the circumstances where anticipated outcomes are not manifested influence adjustments of our behavioural patterns. Other studies align and include that behavioural tendencies are geared toward and strategically aligned with achieving goals. Gaining proficiency in acquiring experience and securing practical knowledge endorse management of people's own actions and behaviour. The "cognitive" portion acknowledges the influential role of cognitive functions in human motivation and action. On the other hand, rewards and punishments are accepted as probable contributing factors, but not direct ones. Albert Bandura's Social Cognitive Theory (SCT) [25] maintains that observational learning and engaging in the social context present assertions that the process of knowledge acquisition ensues from interactions between the social setting, comprehensive environment and human actions. It is observed that reward allocation processes for exemplary conduct represents a role model for other stakeholders in the social setting, and other participant in the social context might resort to mirroring their behaviour in anticipation of reward acquisition. SCT also advocates for the view that past experiences shape human conduct and future expectations. Another significant element of SCT is the idea of self-efficacy, which entails the self-beliefs in one's competence. This belief can govern the knowledge acquisition processes and the adopting of new habits. SCT enjoys widespread application in the field of education and management, providing insight into knowledge acquisition processes and behaviour modification.

#### **8. Self-determination theory of motivation (SDT)**

Richard and his colleagues. [32] propose that self-determination theory (SDT) represents a profound and significant notion within the discipline of psychology. It deepens our insight into the basis of human behaviours and growth, and contributes to the human emotional well-being. Initially, this theory was primarily engaged with human behaviour from which people derive satisfaction (described as intrinsic motivation). But over time, it also widened its perspective to include the conduct pursued for gains or approval (this is called extrinsic motivation). This theory investigates various essential principles, such as experiencing happiness, establishing objectives, and cultivating strong connections. It also provides insight into experiencing autonomy in decision-making and self-efficacy as well as experiencing a sense of belonging which are fundamental for growing and feeling happy. According to Zarkasih [37] SDT is concerned with people integration, development and differentiation. It says that people naturally want to both understand and master one's environment by way of intellectual engagement and systematic examination, as well as assimilate social norms through interactions within their social context. This is identified as the tendency to explore and fit in. SDT additionally clarifies that the social context has substantial implications for our motivation. The sense of capability, perception of autonomy, and awareness of social integration constitute essential constructs in SDT. The level of satisfaction of these needs determines social growth and development along with the sustainability of motivation. According to Yu and his colleagues. [36] self-determination theory (SDT) facilitates comprehension about the rationale for conducting activities and the patterns of development in growing up. It streamlines the understanding of human interaction in social context and their motivating factors. SDT describes two main types of motivation: intrinsic and extrinsic, shifting the focus to the three important needs: exercising freedom of choice and social

integration, as well as having a sense of competence. SDT also offers insight into the influence of social and cultural environment into bolstering or weakening of these needs and the overall happiness and growth.

## 9. Conclusion

*According to [37] for centuries, poets called upon the Muses, great harbingers of idea and possibility, to inspire them. They requested those ethereal beings breathe into poetry the life force that allowed the poets' words to become more than arbitrary symbols on the page. Once that act took place, the burden shifted to the reader to make those living malleable ideas their own through absorption and application. As classroom guides, muses on a pedestrian scale, if you will, we might offer our students inspiration, hopeful that it will propel self-motivated students to learn. However, inherent upon those students in the face of our efforts is to breathe, and breathe deeply.*

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