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STUDENTS’ INTRINSIC MOTIVATION IN LEARNING

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Annotatsiya. Ushbu tadqiqotda o‘quvchilar motivatsiyasining ta’lim olish va o’rganishdagi ta’siri keng e’tirof etilgan. Izlanishlarga ko’ra, o‘quvchining motivatsion yo‘nalganligi va o‘zini, tengdoshlarini idrok etishi, jamoaviy xatti-harakatlari va ta’lim natijalari o‘rtasidagi bog‘liqlik tizimli ravishda kuzatilmagan. Ushbu maqolada talabalar va ularning jamoaviy motivatsion tendensiyalariga e’tibor qaratgan holda, jamoaviy ta’lim tadqiqotdan olingan ma’lumotlar taqdim etilgan. Olingan natijalar shuni ko‘rsatadiki, talabaning individual motivatsion yo‘nalishi jamoa bilan ishlash paytida o‘zaro yordamni qanday qabul qilishiga sezilarli ta’sir ko‘rsatishi mumkin, hattoki, talabaning tengqurlari tomonidan qo’llab-quvvatlanishi uning qarashlarini va o’rganishga bo’lgan istagini tamoman o’zgartirib yuborishi mumkin.

Kalit so’zlar: Jamoaviy ta’lim, ichki motivatsiya, tashqi motivatsiya, jamoani qo‘llab-quvvatlash, o‘quvchilarning faolligi, ta’lim psixologiyasi, jamoaviy ta’lim natijalari, akademik yutuqlar

Аннотация.В данном исследовании широко признано влияние коллективного обучения на мотивацию учащихся. Согласно исследованиям, связь между мотивационной направленностью учащегося и восприятием себя, сверстников, коллективным поведением и результатами обучения систематически не наблюдалась. В данной статье представлены данные, полученные в результате исследования коллективного обучения, с акцентом на студентов и их коллективные мотивационные тенденции. Полученные результаты показывают, что индивидуальная мотивационная направленность студента может существенно повлиять на то, как он воспринимает взаимопомощь при работе в команде, даже поддержка со стороны сверстников студента может полностью изменить его взгляды и желание учиться.

Ключевые слова: Коллаборативное обучение, внутренняя мотивация, внешняя мотивация, вовлеченность учащихся, динамика командной работы, педагогическая психология, совместные результаты обучения, академическая успеваемость

Abstract. The influence of collaborative learning on student motivation has been widely acknowledged. Even though, the connection between a student’s motivational

orientation and the perception of themselves, their peers, collaborative behaviors, and learning outcomes in a cooperative environment has not been systematically observed. This paper presents an exploratory investigation of data gathered from a collaborative learning study, focusing on the motivational tendencies of students and their partners. The findings indicate that a student's individual motivational orientation can significantly influence how they perceive the exchange of assistance during collaboration, occasionally distorting their view of the actual support provided.

Keywords: Collaborative learning, intrinsic motivation, extrinsic motivation, peer support, student engagement, educational psychology, cooperative learning outcomes, academic achievement.

Introduction.A student's motivation is frequently credited for their achievements or held responsible for their shortcomings. When a student completes assignments and actively participates in class without the need for external incentives, they are considered intrinsically motivated, which often predicts academic success. Conversely, when students show signs of disinterest or lack of effort, educators and parents may attempt to address this through negative reinforcement such as warnings of poor grades or by offering incentives like monetary rewards. This intuitive understanding among parents and teachers highlights the significant role that motivation plays in a student’s academic performance [1]. However, while the impact of motivation on individual achievement is widely acknowledged, its specific influence on behaviors and learning outcomes in collaborative learning settings is less clear. Understanding how different motivational orientations shape interactions and outcomes in such environments remains an important area for further investigation.

The distinction between intrinsic and extrinsic motivation, which refers to performing tasks for personal satisfaction versus doing so for external rewards or to avoid negative consequences, is extensively discussed in the framework of self-determination theory (SDT) [2]. According to SDT, students are driven by intrinsic motivation only when they find an activity genuinely engaging. However, extrinsically motivated actions can gradually become intrinsically motivated if the individual internalizes and integrates the value and purpose of the task. This internalization process is most effective when students’ psychological needs for competence, relatedness, and autonomy are adequately met. In a classroom environment that nurtures curiosity and encourages a passion for learning rather than emphasizing control or punishment, students are more likely to develop self-regulated motivation driven by enjoyment rather than reliance on external incentives.

Literature review

The intrinsically motivated behaviors as those that are engaged in for their own sake, in other words, for the pleasure and satisfaction of performing them [3]. These are the activities that people voluntarily perform in the absence of material rewards or constraints [4]. On the other hand, extrinsic motivation pertains to a wide variety of behaviors where the

goals of actions extend beyond those inherent in the activity itself. Based on a review of some research and their criticisms, it is believed that neither behavioral-oriented researchers nor intrinsic motivation-oriented researchers devoted enough attention to examining initial interest in children. More precisely, if the educational activities include a situational interest, which is often the case, the tangible rewards can have a detrimental impact on internal motivation.

Intrinsic motivation to learn (i.e., enjoyment of learning) has been repeatedly associated with a variety of constructs, including a long-term achievement [5], conceptual understanding [6], giftedness [7] less anxiety during homework and school, mastery goals, voluntary persistence in educational tasks [8] lower rates of skipping school, and lower high school dropout rates [9]. Intrinsic motivation has its greatest impact on achievement indirectly through classroom or behavioral engagement (e.g., engaging in class discussion, paying close attention to what is taught [10]. Intrinsic motivation has also been labelled by some researchers as emotional engagement, and researchers have found that emotional engagement predicts the development of behavioral engagement [11]. In essence, intrinsic motivation to learn leads to students engaging deeply in reading, math, science, and history [12], According to self-determination theory, intrinsic motivation is the highest form of autonomous motivation. Identified regulation, wherein one does not necessarily enjoy learning, but sees it as important, is also a form of autonomous motivation. However, intrinsic motivation has stronger positive relationships with achievement and indicators of psychological well-being.

Authors like as Sansone and Morgan studied the question of intrinsic motivation and interest [13]. They believed that whether it is the individual interest or interests in certain situations, intrinsic motivation is important, and one of the specific motives within that internal motivation is interest. While the intrinsic motivation is considered to have its roots in the basic human needs for capacity, challenge and control, for interest of individual is developed from internal sources that are consistent with external influences.

Methodology

This study employed an exploratory research design to investigate the relationship between students' motivational orientations and their collaborative learning outcomes. The study aimed to assess how intrinsic and extrinsic motivation impact students' perceptions of collaboration quality, peer support, and the exchange of assistance. The participants consisted of 100 undergraduate students from a psychology course at a major university. Students were required to complete a pre-study survey to assess their motivational orientation using a validated Self-Determination Theory (SDT) scale [14]. Based on these results, participants were grouped into teams of 4-5 members to ensure diverse combinations of motivational orientations. Over five weeks, students participated in weekly collaborative learning tasks that included group discussions, case study analyses, and peer feedback activities. Each session was observed, and students completed post-session surveys to

evaluate their experience, including their perception of peer support, task completion, and the quality of collaboration. Quantitative data were collected through structured Likert-scale surveys (ranging from 1 - strongly disagree to 5 - strongly agree) that assessed aspects such as engagement, satisfaction, and perceived peer contribution. Observations provided additional insights into group interactions and support exchanges.

Analysis and results

Data analysis involved both descriptive and inferential methods. Descriptive statistics summarized overall trends in motivational orientations, while ANOVA tests were used to compare group differences in collaboration quality. Correlation analysis identified links between motivation types and perceptions of peer support.

Motivation Type	Number of Students	Percentage
Intrinsically Motivated	45	45%
Extrinsically Motivated	55	55%

Table 1: *Motivational Orientation Distribution*

Table 1 shows that the sample included a near-equal distribution of intrinsically and extrinsically motivated students. This balance ensured that group combinations reflected realistic classroom dynamics.

Group Type	Collaboration Quality	Peer Support Perception	Engagement Level
Intrinsically Dominant	4.5	4.7	4.8
Extrinsically Dominant	3.6	3.8	3.9
Mixed Group	4.2	4.3	4.5

Table 2: *Collaboration Outcome Scores by Motivation Type*

Table 2 reveals that groups dominated by intrinsically motivated students reported the highest levels of collaboration quality, perceived peer support, and engagement. Groups dominated by extrinsically motivated students had lower scores in these areas. Mixed groups showed intermediate results, indicating that a combination of both motivation types can enhance collaboration outcomes. The bar chart in Table 2 (figure 1) illustrates that intrinsically motivated students consistently reported higher levels of perceived peer support across all collaborative tasks. Extrinsically motivated students displayed lower and more inconsistent scores, especially during complex problem-solving activities.

Discussion

The analysis indicates that intrinsic motivation fosters deeper engagement, improved teamwork dynamics, and positive perceptions of collaboration. Conversely, extrinsically motivated students tended to focus on task completion rather than meaningful peer interaction. Interestingly, mixed-motivation groups demonstrated balanced performance,

suggesting that a combination of motivation types can encourage positive outcomes if managed effectively. These findings emphasize the importance of designing collaborative learning environments that encourage intrinsic motivation while providing sufficient structure for extrinsically motivated students to thrive.

Conclusion

Overall, this study underscores the need for educators to recognize and accommodate diverse motivational tendencies when designing collaborative learning activities. By doing so, they can foster positive group dynamics, improve student engagement, and enhance academic outcomes. To improve collaborative learning environments, educators have to adopt strategies that promote intrinsic motivation by fostering curiosity, encouraging autonomy, and creating engaging learning experiences. At the same time, incorporating structured guidance and clear goals can help extrinsically motivated students remain focused and productive.

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