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THE FACTORS THAT INFLUENCE SECONDARY SCHOOL STUDENTS' ACADEMIC MOTIVATION IN AZERBAIJAN

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ABSTRACT

THE FACTORS THAT INFLUENCE SECONDARY SCHOOL STUDENTS' ACADEMIC MOTIVATION IN AZERBAIJAN

By

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This qualitative study investigates the factors influencing academic motivation among secondary school students in Azerbaijan, with a particular focus on the roles of psychological, cognitive, social, and environmental variables. While students' motivation is an extensively studied phenomenon worldwide, there is little literature looking at the specific contextual factors that influence student engagement and motivation in Azerbaijan.

To fill this gap, 13 students from three private secondary schools were purposively sampled and participated in semi-structured interviews. The data was transcribed, coded, and thematically analyzed. As part of enhancing the credibility of the findings, memo writing and constant comparison methods were used throughout the analysis.

The findings revealed that intrinsic factors—such as personal goals, self-confidence, and self-efficacy—significantly enhanced motivation. Similarly, extrinsic factors, including family support, teacher encouragement, and peer relationships, played a vital role. While technology served as a valuable tool for independent learning, it also emerged as a source of distraction. The study highlights the dual impact of digital integration and underscores the cultural and contextual specificities of academic motivation in Azerbaijan. By addressing a gap in the literature, this research provides actionable insights and a handbook as a final product for educators and policymakers to create more supportive, student-centered, and technologically balanced learning environments that foster sustainable academic motivation.

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Chapter 1: Introduction

The involvement, persistence, and overall success of students is heavily impacted by academic motivation (Eccles & Wigfield, 2002). A student's academic behavior and outcomes are influenced by the complex combination of different motivating and non-motivating factors such as psychological (Ryan & Deci, 2000), cognitive (Pintrich, 2003), social (Wentzel, 1998),

demographic (Stewart, 2008), and even modern day technology (Huang et al., 2019), which are motivations that educators need to be aware of in order to design optimized learning environments.

Regarding the factors that impact students' academic motivation, Self-Determination Theory (SDT) seems to be the most fitting as it offers a model that both addresses intrinsic and extrinsic factors, which is key to a student's learning and academic performance (Deci & Ryan, 2000; Reeve, 2002). With the use of SDT, educators and researchers are able to measure how nurturing educational settings can stretch motivation by catering to the basic needs of SDT: autonomy, competence, and relatedness. Students who perceive a higher degree of autonomy are more likely to interact with the material on a deeper level, and as a result, students' confidence in solving academic problems constructively increases, students feel related – having a bond with classmates, instructors, and the learning community facilitates motivation and perseverance (Deci & Ryan, 2000; Reeve, 2002).

According to Deci and Ryan (1985) intrinsic motivation driven by curiosity and personal satisfaction fosters deep learning, while motivators such as grades and parental expectations enhance extrinsic motivation which often drives effort in structured educational settings. In Azerbaijan, cultural values emphasizing academic achievement heighten the influence of these factors, making the balance between intrinsic and extrinsic motivation particularly significant (Deci & Ryan, 1985; Samadova, 2016). Cognitive factors such as self-efficacy and goal-setting that are closely tied to psychological drivers shape students' confidence and ability to succeed. Students who understand concepts set achievable goals for themselves and possess a robust sense of self-efficacy tend to showcase higher levels of persistence when it comes to overcoming challenges. Unfortunately, self-efficacy is seldom integrated as a skill among students within modern, teacher-centered frameworks of education (Zimmerman, 2002; European Commission, 2011).

Azerbaijan has been dealing with improving the secondary education system to increase its quality and alignment with international benchmarks (ISCED, 2023). Reforms emphasize course content, the professional development of pedagogues, and teaching method resources. Changes in education like the shift to competency-based education focus on practical approaches towards critical thinking, problem solving, and other higher-order thinking skills, rather than rote memorization. “The State Strategy for the Development of Education” document names an aim regarding modernizing secondary school infrastructural facilities, systematically allocating resources and using diverse digital technologies, with non-discrimination policies concerning resource allocation, across all levels of education.

Projects such as “Healthy Education-Healthy Nation” try to address the conditions under which students learn while also taking care of their physical and mental wellbeing. Furthermore, Azerbaijan has introduced standardized examinations to evaluate educational achievement and ensure that the delineated objectives are uniformly attained throughout schools, thereby reinforcing the secondary education system (MoSE, 2013). Such changes express the increase in the country’s commitment towards enabling students to pursue higher education while meeting contemporary workforce requirements.

Motivation is influenced by social and environmental factors in addition to personal cognition and systems change. Support from family and teachers as well as peer relationships are critical to the development of motivation (Ryan & Deci, 2000). Positive support from parents and teachers allows students to reach their full potential, while peers can motivate or demotivate them depending on whether the attitude towards group work is collaborative or competitive (Bronfenbrenner, 1979; Wentzel, 1998). Unequal distribution of school resources between rural and urban settings poses additional difficulties for some students, as access to modern infrastructure and technology is limited, even with recent changes. State Statistical Committee of

Azerbaijan (2018b) points out that these disparities are related to other demographic factors such as socio-economic status and region, further restricting access to educational resources.

To raise motivation levels, specialized programs such as mentorships, career counselling, and extracurricular activities are incorporated to assist students cross wish to skill gaps, fostering both intrinsic and extrinsic motivation (Dweck, 20076; Ryan & Deci, 2000). Moreover, shifts in pedagogical and curriculum design which take into consideration learners' interests have started to soften the pedagogical shackles in Azerbaijan. These programs are designed not only to aid in the achievement of skills but also to solve the equitability problems in student motivation (TEMPUS, 2010; British Council, 2018).

Among the multitude of motivators in modern society, the integration of digital technologies serves as one of the most transformational. Online learning tools and gamified content actively engage students on a flexible and personalized level (Kim & Frick, 2011; Cheung & Slavin, 2013). In Azerbaijan, apps such as Microsoft Teams and Moodle, as well as local educational platforms, have advanced in closing educational gaps. However, the rural-urban divide still poses difficulties. The lack of access, resources, and infrastructure limits available technology and the internet to a considerable number of students (Hajiyeva et al., 2023; EACEA, 2017). Tackling these issues, in conjunction with training educators to use technology, has the ability to motivate and empower students.

A combination of demographic, social, cognitive, technological, and psychological factors influence the academic motivation of senior secondary students in Azerbaijan. These dependencies are important for solving the gaps identified by Asgarova and Tsang (2022) which states these factors have been given little attention in the context of Azerbaijan. In addition, the teaching with the use of digital devices in the classroom requires further analysis concerning its impact on

motivation. Solving these interconnected issues may enable the creation of effective targeted approaches and policies aimed at enhancing academic motivation, optimizing the use of digital technology, and ensuring that all learners are able to cope with the requirements of contemporary education (Asgarova & Tsang, 2022).

Definition of Key Terms

This chapter will provide the necessary definitions in relation to our study first.

Academic Motivation: Ryan and Deci (2000) defined academic motivation as a willful effort to accomplish an academic goal, which comes from internally as self-interest or personal goals, and externally as praise, reward, or social recognition (Ryan & Deci, 2000).

Intrinsic Motivation: Ryan and Deci (2000) described intrinsic motivation as the unique case of a person doing something for its own sake and not expecting any concrete rewards from it. This is drawn from the understanding of having autonomy, competence, and purpose (Ryan & Deci, 2000).

Extrinsic Motivation: Opposite to 'intrinsic motivation', extrinsic motivation pertains to doing a task with external incentives, such as tangible rewards, recognition, or to escape negative consequences for not doing the task (Ryan & Deci, 2000). Hence, it does not stem from one's personal preferences but from outside forces.

Self-Determination Theory (SDT): Motivation as influenced by the needs for autonomy, competence, and relatedness is explained by SDT (Ryan & Deci, 2000). This theory is one of the major frameworks used to discuss the influence of intrinsic and extrinsic motivation on school participation and achievement.

Digital Integration: Means et al. (2014) and Sangrà et al. (2012) stated that the use of technology tools, resources, and devices for instruction, teaching, and learning processes constitutes the application of technology in education integration.

Autonomy: In an academic context, autonomy refers to students' confidence for their personal learning and their ability to make choices according to their interests and objectives. This perception of autonomy amongst learners implies that the students' actions and decisions are undertaken willingly without feeling like the actions and decisions are dictated from an external source, and thus can lead to an improvement in the students' level of intrinsic motivation towards a given learning activity (Deci & Ryan, 2000).

Competence: Competence in the academic perspective points out the students' high level of expectations of being able to effectively comprehend and complete any given academic challenges or tasks. A sense of being competent leads the learners to feel productive and builds their confidence, which in return helps them approach higher-order tasks and embrace challenges (Ryan & Deci, 2002).

Relatedness: Relatedness can be described as the feeling of inclusion that students have in relation to their colleagues, the teachers, and the institution itself. In instances where students experience high levels of relatedness, they are bound to assert themselves and be more active for explanations, ideas, and suggestions as one would expect (Ryan & Deci, 2000).

Problem statement

According to Asgarova and Tsang (2022), the existing educational research in Azerbaijan remains limited, underscoring the need for further studies on factors affecting the academic motivation of secondary students. Psychological values, cognitive factors, social and environmental influences,

demographic characteristics, academic background, study habits, and targeted interventions and programs play a significant role in shaping students' educational mindsets.

As students of every level demonstrate digital device dependency, motivation in the educational setting, particularly in the context of learning motivation remains unexamined (Asgarova & Tsang, 2022).

Furthermore, the use of modern technologies in Azerbaijan's schooling system brings about new issues. If used properly, digital technologies do improve the quality of teaching and learning, but in the absence of effective integration, they can distract learners' attention and demotivate them. More research is required to determine how these tools change student motivation in the context of Azerbaijani education (Hajiyeva et al., 2023).

Purpose and Significance of the Study

The purpose of this study is to examine the factors affecting academic motivation among secondary school students in Azerbaijan. This study narrows down on the factors affecting academic motivation of secondary students in Azerbaijan. This work is especially important because it fills a substantial gap in the literature regarding the academic motivation of secondary school students in Azerbaijan. There are several studies on the factors that motivate students in higher education, but the academic motivation of students in secondary school is not studied extensively. This gap is important considering the particular educative interplay of reforms and socio-cultural values that are available in Azerbaijan which shape students' experiences (Asgarova & Tsang, 2022). Also, most of the previous studies have used quantitative approaches (Abizada & Seyidova, 2024), which offer statistical insight but lack depth and rich context due to the absence of qualitative methods. This study intends to provide an understanding about the motivational aspects which

quantitative data tends to ignore by capturing the intricate details of students' lived experiences and perspectives through qualitative methods (Grassinger et al., 2024).

By addressing these complex, layered influences, the study aims to contribute practical insights for educators, policymakers, and families striving to foster environments that support secondary school students' academic motivation in Azerbaijan.

Research Questions

1. What factors influence secondary school students' academic motivation in Azerbaijan?

    A. What are common factors that influence secondary high school academic motivation?

    B. What are common inhibitors that influence secondary high school academic motivation

Chapter 2: Literature Review

The purpose of this literature review is to provide the theoretical background for the factors influencing secondary high school students' academic motivation. This literature review encompasses four sections: the definition of the concept of student motivation and academic success; the discussion of foundational theories, including Self-Determination Theory (SDT) (Deci & Ryan, 2000; Ryan & Deci, 2008); the review of research conducted both within the country and on an international scale; the discussion of potential factors influencing secondary school students' motivation in Azerbaijan.

Defining Motivation

The research by Blum, McNeeley, and Rinehart (2002) indicated that approximately two-thirds of any school population experienced disconnection or separation from their education (Blum, McNeeley and Rinehart, 2002). The students' feelings about school were ranging from apathy to anger, boredom and frustration (Schreck, 2011). Arends (2012) defined motivation as significant power in building students' academic success, persistence, and engagement, especially in diverse cultural contexts while Schreck (2011) asserted that motivation was an inherent force for seeking challenges, to extend and exercise one's capacities and to explore (R.Arends, 2012;Scheck, 2011; Blum et al.,2002). Some post-Soviet scholars defined motivation as a process that encouraged individuals to succeed in their goals (Doronina, 2009).

Introduction to Self-Determination Theory

Self-determination theory (SDT) is a theory of human motivation developed by Deci and Ryan (1985) that is concerned with the integration of internal and external motivation and based on both cognitive and operant theories of motivation (Ryan & Deci, 1985). While intrinsic motivation is an individual's achievement for inner satisfaction, extrinsic motivation is completing the task for some external purposes. This aligns with Dewey's (1913) assertion that the person himself/herself, not the environment, is the core of the motivation (Dewey, 1913). However, Ryan and Deci (2000) noted that not all forms of extrinsic motivation are ineffective (Deci & Ryan, 2000). "Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task" (Deci & Ryan, 2000, p. 65). To put it differently, while extrinsic motivation might make him/her able to complete a task and meet expectations, the reaction towards that task itself, depends on the extent the individual might perceive its relevance and practicality. SDT claims that success takes place when innate psychological needs of autonomy, competence, and relatedness are

achieved. The fulfillment of all of these three needs will consequent with higher levels of engagement in the desired activity as a result of increased intrinsic motivation. Conversely, factors that impede one of these needs will lead to lesser engagement, wellbeing, and perhaps to lacking an intention to act. Additionally, amotivation mostly stems from lack of belief in the value of the task, lack of perceived competence to execute the task, and/or lack of trust that the task will result in some future benefit (Deci & Ryan, 2000). In short, according to SDT, motivation is not a dichotomy such that you either possess it fully or, not at all, but, rather, a continuum ranging from complete lack of motivation to an extreme degree of it that enjoys doing the task for the sake of the task itself and not for anything else.

Applying the self-determination theory in educational settings in Azerbaijan involves shifting the focus from what students have to learn to what they want to learn. By fostering environments that prioritize intrinsic motivation, educators can cultivate a deeper, more sustainable engagement with Azerbaijani students.

Autonomy

Based on SDT, autonomy is "the need to self-regulate one's experiences and actions" (Ryan & Deci, 2017, p. 10). According to CET, unless an individual has the freedom to make independent decisions in a particular situation, intrinsic motivation will not be simulated (Ryan & Deci, 2000b). This study aligns with Montessori's (1912) interpretation that students should be provided with opportunity to explore, discover, express their ideas without hesitation and learn naturally within school settings. It reflects the key principle of scientific pedagogy which emphasizes that learning takes place through students' observation, adaptation and experimentation rather than more traditional methods (Montessori, 1912). Reeves (2016) found that students who are guided by their teachers are more engaged while the students who perceive more control from the teacher experience decreased engagement. Grolnick, Ryan, and Deci (1991) found that parents' attitude

towards fostering autonomy and their active involvement is a positive predictor of student`s competence, autonomy and academic achievement. Jang (2008), in another study, was interested in how autonomy affected the motivation and engagement of undergraduates on an uninteresting task. In this experimental study, students who had been provided with rationale that the task was not going to be engaging and would be delivered in non-controlling language demonstrated more motivation and greater conceptual learning compare to those who did not.

The education system in Azerbaijan has traditionally been teacher-centered, with an emphasis on standardized curricula, formal assessments, and limited student choice (Aliyev & Ismayilova, 2020). Such systems typically restrict students from freely learning or studying subjects that naturally resonate with them. Therefore, fostering autonomy is critical in addressing the lack of engagement and motivation Azerbaijani students face. Within this context, learning about autonomy and its relation with student self-motivation becomes essential.

Azerbaijan students are among those who, with the recent changes in the country's economy and the globalization of economies around the world, need to acquire critical skills such as critical thinking, greater flexibility, and problem-solving (UNESCO, 2020). Students are required to become accountable for their learning and cultivating an autonomous educational system helps the learners develop these skills. For instance, when students are allowed to determine the topics of the projects they want to accomplish or the way they complete their assignments, effort toward education increases. In particular, project-based learning allows students to address both local and global problems which enhance independent problem-solving abilities. Such projects enable students to become critical thinkers and decision makers in accordance with the realities and demands of the job market.

Competence

Within the framework of SDT (2017), competence refers to the need to effectively interact with environment and develop proficiency (Ryan & Deci, 2017). However, for competence to be supported, the activity must be adequately challenging; tasks that are perceived as trivial or too easy fail to fulfill this need (Deci & Ryan, 1985).

While the significance of autonomy-supportive measures is well investigated, the positive effects of competence on performance and engagement are less extensively studied and often appear in conjunction with autonomy. For instance, from the studies Black and Deci (2000) found that undergraduate chemistry students with higher initial autonomy were more likely to persist in the course and reported greater perceived competence (Black & Deci, 2000). Moreover, students who viewed their instructors as autonomy-supportive also reported higher levels of perceived competence. The study further found that instructor autonomy support directly predicted course performance, with a stronger impact on students who began the course with lower perceived autonomy (Black & Deci, 2000). This highlights the interconnectedness of autonomy support and perceived competence.

Furthermore, Mouratidis et al. (2008) demonstrated the role of positive feedback in supporting competence (Mouratidis et al., 2008). The researchers conducted both experimental and correlational studies with high school students in physical education. The correlational study of student-athletes in Belgian sports schools revealed a positive relationship between perceived positive feedback, autonomous motivation, and well-being, perceived by competence and need for satisfaction (Mouratidis et al., 2008).

Finally, Russian doctoral students found that when the interdependent nature of autonomy, competence, and relatedness is satisfied with the university environment it leads to engaging in

research and writing (Lynch, Salikhova, & Salikhova, 2018). Notably, female students were more confident to express their needs were met by their research supervisors compared with male students. Overall, the study demonstrated that when students perceive their SDT needs as fulfilled, they are more likely to persist in challenging activities that promise success, further reinforcing the recursive relationship between these motivational factors (Lynch, Salikhova, & Salikhova, 2018).

In the Azerbaijani education system, where traditional practices dominate, there is a strong neeed for identifing what level of competence students report or what the relationship between motivation and these basic concepts.

Relatedness

According to Ryan and Deci (2017), relatedness refers to the fundamental need for being socially connected and cared for by others (Ryan and Deci, 2017). Dewey's (1929) study evolved this idea, emphasizing the social nature of education and asserting that removing the social context from a student would lead to abstraction, mentioning the school's role as a vital social environment for learning. Students who may experience marginalizing within traditional educational settings, relatedness plays a significant role in their learning (Dewey, 1929). In the Reppy's (2018) survey of approximately 1,100 middle school students who felt cared for their academic environment, represented higher levels of intrinsic motivation and rated themselves as more intelligent than those who felt less cared for. This positive correlation between perceptions of care and intrinsic motivation underscores the significance of relatedness to increase intellectual confidence and engagement (Reppy, 2018).

However, it is challenging to provide relatedness in online education. Robb and Sutton (2014) demonstrated that creating personal connections with online students is both possible and

impactful. In their experimental study, online community college students who received encouraging emails from instructors were more likely to complete the course and earned higher grades compared to those who did not receive such messages. Students described their instructors as caring and reported increased motivation and a greater willingness to communicate, reflecting the positive impact of relatedness support even in virtual settings (Robb & Sutton, 2014).

The interaction of motivation with relatedness is interdepended. Tsai et al. (2013) explained that an online student's sense of community needs to be fulfilled with the feeling of acceptance and belonging (Tsai et al., 2013). Similarly, Yang et al. (2006) stated that students with intrinsic motivation had been more willing to interact with peers which is an example of meaningful and strong sense of community (Yang et al., 2006).

In Azerbaijani schools, where family and community are culturally significant (Mehdiyev, 2020), fostering relatedness helps students feel supported, valued, and motivated. Creating meaningful relationships in educational settings is especially important in overcoming the rigidity of traditional teacher-centered practices. This creates the need for conducting our study.

Experiences of other countries

In this part we will discuss research conducted in Russia, Turkiye, The Czech Republic and Brunei Darussalam.

The post-Soviet studies in Russia reflect mutual interplay between integrating Western practices and preserving traditional values in an academic motivation context. Elliott and Tudge (2007) use Bronfenbrenner's bioecological model to study this interplay, highlighting the clear differences between Western approaches where the focus is on autonomy and self-motivation and Russia's educational teacher-centered strategies. Russian educational system highlights the teacher authority and prioritizes collectivism over individual aspirations (Elliott & Tudge, 2007) Tudge

(2000) highlighted that implementation of Western motivational methods, which is focused on students curiosity and individual interest confronted resistance due to Russian educational emphasis on societal expectation, teachers' approval and grades (Tudge et al., 2000). However, Russian educators have already started increasingly adapting student-centered methods and individual approaches (Elliott & Tudge, 2007).

In the Czech Republic, Fajčíková and Urbancová (2019) found that pursuit for future financial support, quality of education, campus resources and facilitation, social connection had been the potential factors which influenced higher education students (Fajčíková & Urbancová, 2019). According to this research 89% of undergraduate students consider higher education as a foundation for career opportunities. Additionally, Fajčíková and Urbancová (2019) added that students who balance their education with part-time jobs expressed their high motivation with a supportive campus environment, right for choice in courses and flexible scheduling of sessions. (Ďurišová et al., 2015).

The research conducted by Demir Güdül, Can, and Ceyhan (2021) in Turkiye discussed the use of Self-Determination Theory (SDT) to investigate the impact of various factors on undergraduate students' motivation on academic procrastination and well-being. (Deci & Ryan, 1985; Ryan & Deci, 2000a). According to their findings, they emphasize the significance between moderation of both intrinsic and extrinsic motivation since students who succeed in maintaining mentioned balance, procrastinate less and display higher level of well-being (Demir Güdül et al., 2021; Deci & Ryan, 1985). Likewise, post-Soviet reforms toward student-centered models, Turkish higher education faces resistence in integrating traditional teaching methods to foster academic motivation and outcomes (Boiché & Stephan, 2014; Ryan & Deci, 2000b).

Furthemore, Arslan and Taşgın (2019) developed a scale to assess factors influencing middle school students in Language learning course. In this study they used Expectancy-Value Theory, Goal Theory, and SDT to categorize factors. Their framework includes intrinsic motivation, goal motivation and extrinsic motivation. The usage of this proven scale will enable educators to develop engagement strategies in language learning (Arslan & Taşgın, 2019).

Finally, in the research conducted in Brunei Darussalam, Chow and Yong (2013) examined motivation among secondary school science students, focusing on intrinsic and extrinsic motivation, self-efficacy, and assessment anxiety. They reported that most of the students demonstrated; moderated intrinsic motivation and self-determination; high extrinsic motivation; extensive feelings of assessment anxiety. Moreover, female students expressed higher assessment anxiety, which supports prior studies on female students' higher levels of anxiety about science subjects (McCarthy & Widanski, 2009). Additionally, high-achieving students display stronger intrinsic motivation, self-efficacy, and a personal interest in science, which correlates positively with their academic success, indicating that fostering intrinsic motivation and reducing assessment anxiety could increase student engagement in science (Chow & Yong, 2013).

Although these studies provide valuable insights into student motivation across various cultural and educational contexts, most research has focused on higher education settings, where students tend to be more self-directed than in primary or secondary education. This emphasis on higher education highlights the need for more studies on motivation at earlier education levels to better understand how motivation evolves over time. Additionally, many of these studies rely on self-reported data, which can introduce biases, and their findings may be culturally specific, potentially limiting their generalizability. Regardless of these limitations, motivational aspects in intrinsic and extrinsic domains enhances personal growth and academic achievement (Deci & Ryan, 1985; Vallerand et al. 1992).

To summarize, the literature reviewed self-sufficiently indicates the importance of Self-Determination Theory (SDT) in the context of the effects on autonomy, competence, and relatedness on students' motivation in the diverse educational environments (Deci & Ryan, 1985; Ryan & Deci, 2000). Nonetheless, most of these studies are confined to higher education and more autonomy supportive contexts. The Azerbaijani education system, however, tends to be more teacher-centered, with a focus on authority, neglecting the student's agency, personal choice, and motivation (Aliyev & Ismayilova, 2020). This gap ignores how SDT relates to secondary education in Azerbaijan concerning the internalization of motivation and academic engagement. In light of the country's educational reforms and increased attention to 21st century competencies, our study aims to fill this gap by providing stimulation to the satisfaction of basic psychological needs in motivation for these students. This study also intends to enhance the materials to assist educators and policy makers who need to understand the shift from a purely supportive to a dynamically student-centered framework that fosters holistic development (Ryan & Deci, 2017; UNESCO, 2020).

Factors Influencing Secondary School Students' Academic Motivation

Social and environmental influences

Home Environment

The students' motivation is most certainly influenced by their home environment. Stability, consistent caregiving, and parental involvement positively impact motivation, with students from supportive homes reporting higher academic engagement (Somers et al., 2011, as cited in Knapper, 2017, p.11). Supportive parental behaviors, rather than socioeconomic factors alone, are predictive of students' motivation, creating a secure foundation that fosters academic engagement (Khan, Begum, & Imad, 2019). Children raised in encouraging home environments tend to develop higher

self-confidence and better social adjustment, positively influencing their academic performance (Parveen, 2007; Bandhana & Sharma, 2012, as cited in Khan et al., 2019, p.224-225).

The PISA 2018 assessment revealed a strong correlation between the socio-economic conditions of a student's home environment and their academic outcomes in reading, mathematics, and science. Students from more affluent households performed better, with socio-economic status explaining approximately 12% of the variance in reading outcomes across OECD countries. For Azerbaijan, this factor was associated with a 41-point difference between students from socio-economically advantaged and disadvantaged backgrounds, emphasizing the home environment's importance in academic performance (Abbasli, 2022).

Additionally important were home resources like laptops, desks, and a quiet study space. In the reading test, for instance, students who had access to a computer for study purposes outperformed those who did not by 20 points. The presence of a specialized study area also had an impact on students' performance, though not as much (Abbasli, 2022).

Parental Involvement

Another important factor in adolescents' academic success and intrinsic drive is parental participation. According to research, parents who support their children's autonomy and encourage mastery objectives are more successful in motivating their kids than those who take a controlling attitude (Gonida & Cortina, 2014, as referenced in Knapper, 2017, p.12). Active parental participation, such as attending school events and making decisions, has been linked in studies to better academic results and a more customized learning environment for pupils (Iglesias-Sánchez & Sánchez, 2020, as referenced in Utami, 2022, p.18). Furthermore, positive parental participation has been associated with students' increased mental health and self-confidence, which has been linked to better academic achievement (Riazi et al., 2021, as mentioned in Utami, 2022, p.18).

One important component influencing student motivation and performance is parental education. Students whose moms had finished secondary school outperformed those whose mothers had not received any formal education by 42 points in reading and 52 points in math, according to the study. A similar pattern was discovered with regard to fathers' educational levels, that further highlight the influence of parental intellectual background on student results, (Abbasli, 2022).

Another key driver of academic motivation was parental involvement, as perceived by students. Students who reported receiving consistent support and encouragement from their parents performed significantly better. For example, students who felt their parents cared about their well-being scored 39 points higher in reading than those who did not feel supported. This underscores the motivational boost students derive from an emotionally and academically supportive home environment (Abbasli, 2022).

Student-Teacher Relationships

The quality of student-teacher relationships significantly impacts academic motivation. When students view their teachers as supportive and caring, they exhibit increased engagement and determination in learning (Skinner & Belmont, 1993, as cited in Knapper, 2017, p.13). Teachers who set high expectations and show a personal interest in students' progress foster a motivating and supportive classroom environment, which is critical for academic achievement (Griffing, 2006, as cited in Jasmi & Hin, 2014, p.76). Conversely, low teacher expectations can lead to decreased motivation, emphasizing the importance of teacher involvement in promoting academic success (Murdock, 1999; Wentzel, 2002, as cited in Jasmi & Hin, 2014, p.76).

In Azerbaijan, 79% of students believed their teachers were enthusiastic about teaching, which positively influenced their academic motivation (Hasanzade & Fatullayev, 2023). Teachers who

provide individualized support and constructive feedback create an environment conducive to learning, motivating students to achieve their academic goals.

Peer Relationships

Peer relationships also contribute to students' academic motivation, providing a sense of belonging and encouraging collaborative learning. Positive peer interactions, which offer opportunities for feedback and shared academic goals, enhance students' feelings of competence and autonomy (Furrer, Skinner, & Pitzer, 2014, as cited in Knapper, 2017, p.13-14). Moreover, studies have shown that high-quality peer attachments can reduce procrastination and support a future-oriented mindset, which contributes to better academic engagement (Jin, Wang, & Lan, 2019, as cited in Moradi & Mardani, 2023, p.5).

The PISA 2018 results indicate that students in Azerbaijan who perceived their classrooms as collaborative environments reported higher levels of academic engagement. Approximately 63% of Azerbaijani students acknowledged that their peers worked collaboratively, a figure slightly above the OECD average of 62% (Hasanzade & Fatullayev, 2023).

Conversely, competitive classroom climates were associated with lower engagement levels. In Azerbaijan, 59% of students felt that competition was emphasized, compared to the OECD average of 50%. This suggests that excessive competition may hinder motivation and academic outcomes by increasing stress and reducing collaborative opportunities (Hasanzade & Fatullayev, 2023).

School Environment

According to the Georgia Department of Education (2016), the school environment plays a crucial role in influencing students' academic motivation. Schools that cultivate a safe, inclusive, and supportive atmosphere promote a sense of security and belonging, which fosters higher levels of engagement and academic success (Knapper, 2017, p.16).

The educational environment serves as a dynamic space where learners interact with facilities and resources to develop socially and prepare for societal challenges (Olowolabi, 2020). However, a poor school environment can negatively impact students' academic achievement, especially when it lacks essential components such as a positive school climate, adequate instructional materials, effective discipline, quality physical facilities, high teacher qualifications, strategic school location, small class sizes, and manageable student populations (Olowolabi, 2020). A well-structured and adequate environment is critical for fostering effective learning. Since students spend a significant portion of their time in schools, the school environment exerts a profound influence on their academic performance through its curriculum, teaching strategies, and interpersonal relationships (Olowolabi, 2020).

Moreover, research highlights that the learning environment significantly shapes how students perform and respond to various circumstances. For instance, Lawrence (2012) and Adebayo (2015), emphasize that a conducive learning environment plays a vital role in determining students' success (Olowolabi, 2020, p. 433).

Additionally, researchers have found that the achievement goal structures created within schools significantly influence student engagement. These structures affect students' confidence in their ability to master academic tasks, thereby shaping their motivation and performance (Ames, 1992; Roeser, Eccles, & Sameroff, 2000, as cited in Wang & Holcombe, 2010, p.636).

According to the PISA 2018 results, Azerbaijani students who reported a high sense of belonging to their schools performed better in reading and mathematics. This aligns with global findings that a supportive school environment enhances motivation and reduces dropout rates (Hasanzade & Fatullayev, 2023).

Cognitive factors

Competence and Self-Efficacy

The need for competence, a core element of Self-Determination Theory (SDT), plays a critical role in shaping students' motivation. Competence reflects students' perception of their ability to succeed in tasks and directly influences their willingness to engage in academic challenges (Ryan & Deci, 2017). Students are more actively involved in the learning process when they believe they possess the required competencies and maintain strong self-efficacy expectations (Inglés et al., 2015).

Self-efficacy, defined as an individual's belief in their capacity to achieve goals, is closely linked to motivation and academic performance. This concept refers to students' perceptions of their capabilities, shaping their behavior and effort in academic settings (Graham & Weiner, 1996, as cited in Petsche, 2009, p. 29). Bandura (1989) emphasized the motivational role of self-efficacy, stating that "people's self-efficacy beliefs determine their level of motivation, as reflected in how much effort they will exert in an endeavor and how long they will persevere in the face of obstacles. The stronger the belief in their capabilities, the greater and more persistent are their efforts" (as cited in Petsche, 2009, p. 29-30).

According to Bandura (1997), Margolis & McCabe (2006), students with a strong sense of self-efficacy are more likely to challenge themselves with difficult tasks, which, in turn, fosters intrinsic motivation. These students exert significant effort to meet their commitments and are resilient in the face of failure, attributing setbacks to controllable factors. They recover quickly from challenges and remain focused on achieving their personal goals (Petsche, 2009, p.30).

Conversely, students with low self-efficacy tend to doubt their abilities and view challenging tasks as threats to be avoided. This belief often results in reduced effort and persistence, leading to disappointing academic performance and perpetuating a cycle of low motivation and achievement

(Bandura, 1994; Margolis & McCabe, 2006, as cited in Petsche, 2009, p30). Students with low self-efficacy typically have lower aspirations and attribute failures to uncontrollable external factors.

Ultimately, self-efficacy influences students' academic behavior, determining which tasks they undertake, the effort they invest, and their persistence in overcoming obstacles (Bandura, 1986; Alderman, 2004, as cited in Petsche, 2009, p 30). Strengthening students' self-efficacy through targeted interventions and support can significantly enhance their academic motivation and achievement.

In Azerbaijan, findings indicate that students with high levels of cognitive engagement, including reflective and integrative learning practices, achieve better academic outcomes. Higher GPAs were significantly correlated with students' efforts to understand difficult material and their usage of higher-order thinking skills, emphasizing the necessity of fostering metacognitive techniques in the classroom (Hasanov et al., 2021).

The emotional aspect is one of the most vital components for students' academic motivation. It influences students' pride, belonging, and excitement for their studies. Beyond strengthening the connection between students and their educational institutions, emotional attachment also fosters a positive attitude towards learning. This element of engagement has been shown to enhance academic performance in hostile settings, including the ability to maintain focus and steadfastness (Hasanov et al., 2021).

Psychological factors

Self-Perception and Identity in Academic Motivation

How students see themselves, especially how confident they feel about reaching their academic goals can make a big difference in how well they do at school. This sense of confidence, known

as self-efficacy, helps students take on challenges, work harder, and keep going even when things get tough (Celcima et al., 2024). On the other hand, students who doubt their abilities often shy away from difficult tasks, blame outside factors when things don't go well, and lose motivation, which can hold them back academically (Bandura, 1997; Pintrich & Schunk, 1996, as cited in Celcima et al., 2024, p.4).

Self-efficacy doesn't just affect how confident students feel—it also shapes *why* they stay motivated. According to Celcima et al. (2024), students who believe in their abilities are more likely to enjoy learning for its own sake (intrinsic motivation), but they're also driven by goals like getting into a good university or earning recognition (extrinsic motivation). When students feel capable, they're more likely to take charge of their learning, stay engaged, and push themselves to do their best (Celcima et al., 2024).

Academic motivation is influenced equally by social and personal identity. According to Oyserman (2015), social identity is derived from interactions and group memberships within a society, whereas personal identity is comprised of an individual's distinct traits and values. Students are more likely to value and invest in their education when their academic objectives are in line with their social and personal identities (Oyserman, 2015).

Making academic accomplishments a source of pride and self-expression increases intrinsic motivation when academic objectives are incorporated into a student's identity. Peers, teachers, and the larger school community all promote and develop social identity, which further strengthens motivation (Celcima et al., 2024). Students who feel a strong feeling of belonging in the classroom are more engaged and dedicated to their studies.

Emotions and attitudes

Emotions

Positive feelings like pride, enjoyment, and curiosity improve cognitive functions like memory retention and problem-solving and provide a favorable learning environment. Pekrun et al. (2002), categorized academic emotions into four types: positive arousal emotions (e.g., enjoyment), positive emotions (e.g., relaxation), passive arousal emotions (e.g., anger, anxiety), and negative emotions (e.g., boredom, depression) (Tan et al. 2021, p. 1). Positive arousal emotions have been consistently linked to improved learning outcomes by promoting intrinsic motivation and sustained attention during academic tasks. For instance, interventions that enhance students' positive emotions through engaging materials have demonstrated significant improvements in both motivation and academic performance (Tan et al., 2021).

While negative emotions such as anxiety and frustration are often seen as detrimental to learning, research indicates they can have both inhibitory and motivational effects. Anxiety, for example, can stimulate focused effort and goal-directed behavior under manageable levels, thereby improving academic performance in certain contexts (Saito et al., 2018, as cited Tan et al., 2021, p. 13). However, excessive negative emotions tend to hinder motivation by reducing attention and increasing cognitive load (Tan et al., 2021).

Attitudes

Research highlights that attitudes towards academic subjects are multidimensional, encompassing cognitive (beliefs about the subject), affective (feelings towards the subject), and behavioral (actions or tendencies in relation to the subject) components. A study by Iqbal et al. (2023) found that positive attitudes in these dimensions significantly correlated with improved learning outcomes. In this regard, students who believe that learning physics is valuable (cognitive), enjoy

the subject (affective), and actively participate in class (behavioral) tend to perform better academically (Iqbal et al., 2023).

Positive attitudes create a favorable learning environment, which in turn affects motivation. Students who have a good attitude toward their studies are more intrinsically motivated, which increases their engagement and perseverance in difficult academic activities, as shown by Iqbal et al. (2023). Furthermore, a big part of forming these views is the conduct of peers and professors. According to the study, students can be motivated to embrace more positive views of their education by their enthusiastic teachers and encouraging peers (Kurniawan et al., 2019; Astalini et al., 2022; Çopur, & Demirel, 2022; Guo, Liu, & Liu, 2022; Chen & Huang, 2023; Wang & Jou, 2023, as cited in Iqbal et al., 2023, p. 95).

Goal orientation

According to Ames (1992, p. 261, as cited in Pintrich et al., 1996), goal orientation is a comprehensive collection of ideas that influence how people approach, interact with, and react to tasks connected to achievement. A key factor in determining students' academic motivation and, in turn, their performance is goal orientation. In the educational setting, task-oriented and ego-oriented objectives are the two main goal orientation kinds that are frequently discussed. Ego-oriented goals prioritize surpassing peers and showcasing superior ability, while task-oriented goals prioritize learning, skill mastery, and improvement (Usán, Salavera, & Teruel, 2019).

According to studies, motivation rooted in the self and adaptive learning practices relate deeply to task-oriented goals. Pupils with task-oriented goals tend to be more persistent, cope better, and are more commited towards their studies. Such students are motivated by the satisfaction that comes with learning new things and personal growth, which supports an academically positive trajectory, a positively enduring one (Usán et al., 2019).

On the contrary, ego-oriented objectives are more often than not linked with underadpative academic behaviors and extrinsic motivation. These objectives are associated with anxiety, task avoidance, and dependence on some external validation to sustain them, even if momentarily. Such tendencies may ultimately lead to reduced involvement in academic pursuits and diminished psychological well-being (Usán et al., 2019).

As noted by Hasanov et al. (2021), academic performance is notably influenced by factors such as one's psychological motivation, their ability to self-regulate, and manage stress (Hasanov et al., 2021).

Demographic factors

Motivating factors such as age, gender and even ethnicity have been identified to affect the performance of students in various subjects. Motivation towards academic achievement and other external influences are often far more subordinate compared to the demographic factors of age, gender and ethnicity. Additionally, the availability of parental support, resources, and active participation in schooling have a greater impact than any of the demographic differences (Banerjee & Halder, 2021).

Gender Differences in Academic Performance

Gender is one of the social characteristics that is regularly examined in relation to student academic motivation, especially in areas such as mathematics or accounting. Naccache (2015) looked at gender performance in accounting courses and reaffirmed that male students, generally, excelled academically more than female students, showing that, in this discipline, gender was an important factor that determines academic success (Naccache, 2015). Nevertheless, there are numerous studies which have shown opposing results. On this point, Norsida et al. (2010) applied the male-female perspective in investigating good mathematics students and argued that among students in

this category females performed better in academics than males as a higher percentage of students who graduated with first and second class honours were female (Norsida et al., 2010). Al Mamun (2019) also confirms that females outperform males in academic performance, and states that women have overall achieved better results than men (Al Mamun, 2019).

As critics of the gender and academic performance theory, some studies have found no significant relationship between performance in specific disciplines and gender. Scholars, McDowall and Jackling (2010), noted that there was no statistically significant link between gender and accomplishment in accounting, adding that gender effects were likely discipline-specific. Gender differences in performance or achievement were sociocultural in origin and characteristics of education and context may have weakened or eliminated their impact (McDowall & Jackling, 2010)

Research shows us traditional gender stereotypes deeply impact students' academic motivation, particularly in patriarchal societies like Azerbaijan. Men are seen as breadwinners, while women are confined to domestic roles, leading to biases in education where male students receive more encouragement and opportunities, while girls are often underestimated and pushed toward marriage (Aghayeva, 2004; 2011). Common sayings like "science is for a man, a woman's place is at home" reinforce these stereotypes, discouraging women from pursuing higher education or professional careers (Gureyeva, 2005). Institutional sexism, such as lower salaries and fewer leadership opportunities for women, further limits their motivation and aspirations (State Statistical Committee of Azerbaijan, 2010). Addressing these issues requires inclusive curricula, gender-equity training for teachers, and public campaigns to challenge stereotypes and support students equitably (Busquin, 2004; UNESCO, 2011).

Impact of Prior Academic Background

Prior academic achievement and background in related subjects are also notable demographic factors that influence academic success, particularly in fields requiring analytical skills like accounting and mathematics. According to Garkaz et al. (2011), students with a mathematics background perform better in accounting subjects, as mathematical skills provide a foundation for analytical tasks which are essential in accounting courses (Garkaz et al., 2011). Onay and Benligiray (2018) similarly found that students with a strong background in mathematics demonstrated better performance in accounting programs, which are often demanding and challenging (Onay & Benligiray, 2018).

Nonetheless, Duff et al. (2004) claims that this assumption has some gaps. They argue that achievement is not a given in ongoing academic engagements, especially when considering a learner's prior level of achievement (Duff et al., 2004). According to such outcomes, although past studies might prove potentially advantageous to learners in certain disciplines, factors like self motivation, teaching standards, or the overall institution's resources can sometimes impact the result.

Socioeconomic Status (SES) and Family Structure

Marcon (1999) has also included the economic status of the family as an element of the family structure and considered it very significant concerning how individual students performed in school (Marcon, 1999). Economically disadvantaged students (lower socioeconomic status, SES) were more likely to underperform academically because they encountered multiple challenges stemming from their deprived background. Additionally, Marcon's study found that children from single-parent families were more self-motivated than those from two-parent families, which partially mitigated the adverse impact of lower SES on educational outcomes (Marcon, 1999).

Both identified external factors, family structure and SES, are important sociological determinants of academic self-motivation. As noted by Mansour & Martin (2009), a parent's educational involvement and the availability of learning resources profoundly impact the student's motivation and academic performance (Marcon, 1999). Parents helping children with their homework or attending school events helps create an atmosphere, which will improve motivation. Positive motivation and negative motivation constructs along with family support shaped the motivation to learn and the associated learning outcomes. These findings focus on the importance of motivation, family engagement, and mitigating socio-economic gaps.

Academic Background

The motivation for entering higher education usually yields great results in academic performance. As with the studies conducted in Britain, for example, those by Hopkins et al. (1958), Wankowski (1969, 1970) noted that students who entered university for the reason of personal interest tended to perform better than those who came due to external factors such as academically inclined parents. Wankowski (Wankowski, 1969, 1970) further noted that students with defined short and long term goals performed better progress as opposed to students who lacked direction and often did not clear their first year exams (Hopkins et al., 1958; Wankowski, 1969, 1970).

Jones et al. (1973) also noted that motivational attention to goals differ by discipline. In Edinburgh, Psychology students at the university considered vocational motivations like obtaining a prospective job and performed better than their Sociology counterparts who were preparing for exams to get a job and viewed studying as a delaying tactic. This implies that effective motivation may stem when students' values concerning education goals and the purpose of their chosen field are in congruence, thus underlining the role of academic discipline on performance and motivation (Jones et al., 1973).

Students who experience success in their academic journey are more likely to develop adaptive motivational patterns, enabling them to tackle challenges with resilience (Goldberg, 2023).

Study Habits

Effective study habits, characterized by organized and consistent study routines, are also strongly linked to academic success. Entwistle and Percy (1973) developed specific scales to measure academic motivation and study methods, finding consistent relationships between structured study approaches and academic performance. In an earlier study, Entwistle and Entwistle (1970) noted that students who demonstrated emotional stability and conscientiousness often adopted organized study habits, aligning with a pattern of successful academic behavior (Entwistle & Percy, 1973; Entwistle & Entwistle, 1970).

While the quantity of study hours might predict academic performance to an extent, research suggested that the quality of study time was equally, if not more, important. In line with this insight, Blaine and McArthur (1971) identified a group of students who prioritized autonomy and resisted conventional academic demands, often compromising their academic performance, emphasizing the importance of balancing independence with organized, goal-oriented study routines to enhance academic outcomes (Blaine & McArthur, 1971).

Moreover, Parlett (1970) introduced the concept of “syllabus-bound” versus “syllabus-free” students, describing how highly organized and rule-oriented students may have experienced anxiety and compulsiveness in their studies. In contrast, students who adopted a more independent and creative approach might sometimes struggle with institutional conformity but may have also engaged more deeply with learning when their motivation aligned with their study habits (Parlett, 1970).

Students' educational histories and their strategies for studying significantly affect the educational results. Determination and strong motivation are usually the result of an internal purpose. However, spending a reasonable amount of time balancing letting oneself be free and organized with set guidelines requires an effective disciplined approach to ensuring seamless academic achievement — suggesting that there is a need to integrate both internal and external drivers of motivation, along with flexible, systematic study techniques that guide learners toward deeper engagement.

COVID-19 and Technology (devices, social media, AI)

The COVID-19 pandemic fundamentally altered education, requiring the integration of digital technologies to facilitate learning continuity. As highlighted by Faridah et al. (2020), digital learning was crucial in maintaining educational activities during the pandemic. It significantly improved student motivation as they were able to interact with teaching materials in both online and offline modes. Nonetheless, while fostering independence and providing quick and accurate evaluations as major advantages, issues such as lower motivation levels and challenges adapting to fully online learning environments also arose (Faridah et al., 2020).

In Azerbaijan, the transition to online education came with substantial hurdles. As noted by Mehralizadeh (2022), the lack of technological infrastructure available to students and teachers changed the nature of education for many, albeit negatively. During the pandemic, approximately 30% of households did not have sufficient internet access, and a large number of students participated in online learning through mobile phones instead of computers. Additionally, the country’s education system was not prepared for a swift transition, as only two higher education institutions possessed the requisite digital resources and trained personnel for online teaching (Mehralizadeh, 2022).

The use of Artificial Intelligence (AI) systems which assist in automating processes has once again proven its potential to personalize learning and attend to learner requirements of varying complexity levels. As further stated by Ng et al. (2023), students' motivation and the rate of knowledge acquisition were improved through the application of AI tools such as intelligent agents and analytics dashboards. However, gaps in implementation were exposed through the inequalities that exist within the digital realm, as well as the unpreparedness of teachers for AI education technologies. Students in Azerbaijan, for instance, noted the need to interact physically with their peers and teachers, revealing how important social interaction is to motivation. A number of students noted that they preferred traditional methods of instruction because online education, with its absence of accountability and interactivity, was less engaging and stimulating (Murshudova et al., 2021).

Social media assisted in connecting people as well as facilitating remote learning, which helped in alleviating social disconnection and boosting student morale (Papademetriou et al., 2022). As pointed out by Fütterer et al. (2023), the quality of digital distance teaching also hinged on the interactivity and engagement of the learning activities. Fütterer et al. (2023) highlighted that knowing how to use technology competently did not ensure that learning was effective; rather, the educational techniques used and student activity prompted fundamental participation. In Azerbaijan, initiative such as the Lesson Time television program and the development of Microsoft Teams did little to improve participation, as access and engagement was particularly low in rural areas (Mehralizadeh, 2022).

These findings remind us of the holistic approach required, incorporating technology alongside social media, digital tools, and AI into educational systems. This is particularly relevant for the present study that seeks to investigate ways these technologies can be applied to solve motivational

and engagement challenges during the pandemic, thereby informing effective instruction in the post-pandemic era (Faridah et al. 2020; Papademetriou et al. 2022; Ng et al 2023).

Summary

In this chapter, we have presented the theoretical and empirical literature regarding academic motivation of secondary school students. Using Self-Determination Theory (2000), We analyzed the review regarding diverse social, cognitive, emotional, demographic, and institutional factors and how they interplay to facilitate or restrict students' active participation in academic activities (Deci & Ryan, 2000). These factors were divided into two components: internal – factors related to the individual, and external – factors related to the environment in which they operate, that impact the motivation process of secondary school students.

As far as individual factors are concerned, the review highlighted self-efficacy, competence, emotional engagement, self-perception, identity, and goal orientation. Research shows that students who hold a firm belief in their learning capabilities, view learning as relevant to their lives, and consider themselves to be high achievers tend to have higher levels of intrinsic motivation alongside enduring academic pursuits. Positive feelings including attention and retention were improved with the aid of enjoyment, pride, and curiosity, but anxiety and boredom hinder properly managed performance. Moreover, the alignment of personal and social identities with educational aims has already been highlighted as a fundamental aspect of enduring motivation.

Besides the factors identification of gender, previous level of schooling and socioeconomic background were found to have a very strong impact on the students' motivation patterns as well.

As an example, the sociocultural narratives in the Azerbaijani context regarding social class along with the accompanied traditional roles influence students motivation and achievement cross-

gender underscores the distinct socio-cultural frameworks which impact students' participation and goals. Furthermore, academic background and structured study habits emerged as essential elements supporting long-term motivation and resilience.

At the environmental level, both the home context as well as family relations and school support were examined in detail.

Evidence indicated that emotionally supportive and resource-rich households significantly enhance students' motivation and performance, while a lack of home resources and parental disengagement serve as inhibitors. Likewise, the student–teacher relationship, peer interactions, the school's general atmosphere, and available resources were noted to influence students' motivation levels alongside school-related factors. The promotion of competence and autonomy, both of which are essential for intrinsic motivation, were fostered best in collaborative peer settings and through teacher encouragement and support.

The review also addressed the impact of digital technologies and the COVID-19 pandemic on student motivation. Although online learning and AI tools offered new avenues for flexible and personalized learning, their benefits were constrained by issues of digital inequity, lack of teacher readiness, and reduced student accountability—particularly in Azerbaijan. The technology and mobile device use within a motivational context in remote setting highlighted the value of social contacts and emotional help.

Regardless of the comprehensive findings, the review has pinpoint gaps in the literature. Notably, few studies have provided an in-depth, qualitative exploration of how contextual and cultural factors in Azerbaijan uniquely influence students' academic motivation. Moreover, examining separately individual and institutional aspects, there are no integrated approaches that study their interplay. The current study aims to fill this gap by exploring secondary school students' academic

motivation in Azerbaijan through a qualitative lens, incorporating both individual and contextual factors, and guided by Self-Determination Theory.

Chapter 3: Methodology

Purpose and Significance of the Study

The purpose of our study was to investigate and evaluate the factors influencing the academic motivation of Azerbaijani secondary school students. Three private international schools' secondary classes were the subject of this study. Both a thematic analysis approach and a qualitative research methodology were employed. To provide a thorough grasp of the relevant factors, data collection included individual student interviews supplemented by field notes, reflective memos, contextual observations, and nonverbal communication analysis.

This study took on a qualitative approach in contrast with prior works that were focusing on higher education or a quantitative methodology in order to grasp and situate a student's experience.

The comprehension of these factors is imperative for developing targeted strategies to bolster motivation and optimize learning, especially in the ever-evolving education system of Azerbaijan.

Research Questions

1. What factors influence secondary school students' academic motivation in Azerbaijan?

    A. What are common factors that influence secondary school students` academic motivation?

    B. What are common inhibitors that influence secondary school students` academic motivation?

Research Design

To explore the factors influencing academic motivation for secondary school students in Azerbaijan, the research employs a qualitative approach rooted within a constructivist paradigm (Guba & Lincoln, 1985).

Understanding and interpreting the lived experiences and perceptions of study participants aligns with the paradigm (Creswell, 2012).

Participants and Sampling

Participants

The respondents for this study were secondary school students attending three secondary private schools in Azerbaijan. The sample was selected based on their varying levels of academic achievement.

Rationale for Choosing Private Schools

The selection of private schools was justified by their unique approaches to teaching, availability of numerous resources, and organized classrooms. To enhance the climate for studying educational motivation, private schools often have smaller classes, controlled teaching streams, and higher levels of parental involvement. As noted in Lewis and Patrinos (2012), private schools are comparatively more willing to support cooperative research, which increases the feasibility of data collection and provides perspectives that might pertain to wider educational settings (Lewis & Patrinos, 2012).

Sampling Approach

Thirteen students from various secondary grades participated in the study, which promoted lively exchanges that showcased both opposing and shared points of view. Academic achievement was the basis for selecting the participants (Creswell, 2014).

Data Collection Methods

Individual interviews

The primary method of collecting data was through semi-structured interviews (Appendix A), which provided a complete understanding of students' experiences. Because of the open-ended questions, participants were able to provide rich and nuanced answers, gaining insight into what they could offer (Creswell, 2014). Furthermore, because English is not their primary language, they could listen to the question in their native language, which enabled them to understand the question better (see Appendices B and C). The use of audio recordings, detailed field notes, and reflective notebooks, alongside non-verbal sign capture, enhanced data collection, analysis, and triangulation by supplementing the primary document. These other materials helped strengthen the study along with providing triangulation (Merriam & Tisdell, 2016).

For the interviews to be effective, adequate planning and ethical guidelines preceded them. Creswell (2014) highlights the importance of obtaining informed consent, maintaining confidentiality, creating a supportive private setting, and securing the interview. With the use of flexible yet pre-organized interview guides, conversations can be stimulated to talk about other relevant themes that arise during the interview (Creswell, 2012). This approach ensures rich data collection in the context necessary to achieve the objectives of the study.

Data Analysis

The information that had been collected from each interview was analyzed using a form of thematic analysis technique. This form of analysis provided by Braun and Clarke (2006) a structured and detailed examination of the themes that emerge from the participants' remarks (Braun & Clarke, 2006). The complete transcription of the discussion was part of the data preparation stage, which was the first step in the analysis. Several reviews of the transcripts were done in order to understand the context and the data's content scope (Saldaña, 2013).

The subsequent step was coding, during which either deductive or inductive coding strategies were employed.

The information was then organized into codes that were more generalized in order to capture the main thrust that participants articulated. A coding system was designed to ensure and check that the identified themes fit with the study questions and are interpretable in a logical manner with the covered results (Merriam & Tisdell, 2016).

Individual interview data were triangulated to validate the analysis. This approach cross-checks information from multiple sources, thereby enhancing the credibility of the conclusions drawn. In addition, frequent member checks and peer reviews were also done so that the participants and members of the research team could enhance and validate the findings (Creswell, 2012).

Ethical Considerations

Each participant's rights were protected along with their well-being which required observing strict ethical boundaries during the study. Along with the participants, the guardians for participants

under the age of eighteen were also provided with written informed consent forms (Appendices D, E, and F). These forms provided complete details regarding the study including goals, methods, and confidentiality provisions (Hammersley & Traianou, 2012). Freedom to withdraw from the study at any given time without the need to verbally provide any reasons was communicated to the participants.

Anonymity provided through the use of pseudonyms helped maintain confidentiality. Transcripts and relevant documents were stored in a manner where only the research team could access them, thus, securing the privacy and confidentiality of participant information (Iphofen, 2009).

Trustworthiness

Regardless of the design, any form of qualitative or quantitative research needs to be conducted within ethical boundaries (Merriam & Tisdell, 2016). Since meeting the standards for achieving valid, reliable, and trustworthy knowledge is what researchers strive for, conforming to the standards of rigor is critical. In qualitative research, trustworthiness and rigor are used for objectivity, validity, reliability, and other rigorous constructs of the research (Guba & Lincoln, 1985; Merriam & Tisdell, 2016; Morse, 2018). Guba and Lincoln (1985) classifies the application of trustworthiness of qualitative research into four credibility, transferability, dependability, and confirmation. Based on qualitative research, credibility, dependability, and transferability will be presented (Lincoln & Guba, 1985).

Limitations

The report acknowledges several of its limitations. Foremost, considering the focus on private schools in Azerbaijan, the findings mighty not be relevant to other educational settings like public schools within the same country or even foreign settings. In addition, the self-reporting bias

introduced by participants during the one-on-one interviews could distort accurate representation of different facets of motivation at each level of the academic hierarchy. Finally, the exclusive reliance on qualitative data may overlook some quantitatively accessible dimensions of motivation that could be more informative (Creswell, 2012).

The purpose of this research was to overcome these constraints and address academic motivation to provide detailed and invaluable scrutiny concerning its influences on secondary school students' academic motivation in Azerbaijan.

Chapter 4: Findings

The chapter outlines the outcomes from interviewing thirteen students from private secondary schools in Azerbaijan. The analysis, which was informed by Self-Determination Theory (SDT), focused on attempts to understand the academic motivation of students. Evidence indicates that students' motivation is a complex interplay of intrinsic needs, social factors, and environmental settings within their schools and families. The conclusions are organized under two broad headings: motivators and inhibitors. Each theme draws upon students' analyses that narrate their experiences.

Qualitative data were collected from thirteen students across three private schools using semi-structured interviews. Thematic analysis, informed by Self-Determination Theory (SDT), revealed two overarching categories: common motivating factors and common inhibiting factors. Each category contains sub-themes supported by student quotations and interpreted through the lens of SDT components: autonomy, competence, and relatedness.

The findings are organized into two major categories: factors that enhance academic motivation and factors that inhibit it. Each group includes several sub-themes that reflect students' lived experiences and perceptions.

Common Factors Influencing Academic Motivation

This part illustrates the most notable elements that affect the academic motivation of secondary school students in Azerbaijan. Personal aspirations, family assistance, and teacher encouragement motivate students. Active involvement by students, motivated peers, a supportive school climate, and school encouragement using technology also positively enhances students' motivation and engagement.

Intrinsic Motivation and Personal Goals (Autonomy & Competence)

One of the most distinguished motivators among interviewees was intrinsic motivation, evidenced by students' personal satisfaction, self-confidence, and drive to achieve self-imposed academic standards. Many students reported taking pride in their performance, especially when they exceeded their own expectations. For example, Participant E shared that she always aimed to score above 85, explaining, "If it's lower than 85, I understand I have some leakage in knowledge, so I go back and study again." Her internal drive to improve was echoed by Participant T, who said, "I want to be the smartest student in the class," and Participant E, who emphasized, "I motivate myself… if I have something in my head, no one can stop me."

Similarly, Participant Z explained, "I enjoy testing myself, seeing how well I can do something," pointing to a challenge-seeking mindset. Another Participant G, admitted, "They're pretty good, but I would like to try more," signaling a desire for academic self-growth.

Students also connected their efforts to future goals. Participant F said, "My goal is to study well, get good results in official exams and get into a university," while Participant J stated, "My motivation is earning money when I grow up," highlighting economic aspirations. One student remarked, "I force myself to do homework every day and not to skip any school days," linking daily discipline to broader university ambitions.

Family Support and Expectations (Relatedness)

The role of family emerged as a significant theme, both as a source of motivation and pressure. Most participants highlighted the emotional and material support they received from parents and siblings. Participant N explained, “My dad and mom, they’re trying their best to make my education better. They put me on some courses or extra lessons… It helps me to feel confident.”

Family inspiration extended to siblings as well. Participant N said, “My sister is my idol… she achieved a lot of things and she is in university right now, out of the country.” Another student added, “I want to show [my family] my good marks and don’t want to disappoint them,” illustrating how emotional accountability plays a role.

However, family pressure also appeared frequently. Participant E noted, “Sometimes it might irritate my mom that it’s like 80 or something,” reflecting high parental expectations. Another student echoed this by saying, “My family plays a massive role… just my family being there supporting me makes me want to do it, even if it's just for them and not for myself.” Such duality shows how families both fuel and complicate students’ motivational landscapes.

Impact of Teachers and Their Assessments (Relatedness & Competence)

Through emotional encouragement, instructional scaffolding, and feedback, participants’ academic motivation was stimulated by teachers. Participant L provided a vivid account of a new math teacher’s class saying, “She explains everything a couple of times. Plus, she involves TikTok in the learning process. That makes it easier.”

Students shared their impressions on being encouraged by teachers. Participant N expressed, “I’m just happy that my teachers feel about me like that. It motivates me to study more, to be a better person in this subject.” One student recalled, “A math teacher… stayed with me after school and helped me to get through all the past papers. That really helped.”

Students indicated that feedback was important. One student discussed the impact of a teacher informing them, “When the teacher told me I need to be more careful, I started doing that.” Another said, “I usually take all feedback seriously, because it helps me improve.” Emphasizing the impact of feedback, Participant Z said, “My French teacher once said ‘Good job!’ and I still think about it.”

Other students raised the impact of vague or dismissive comments, which can deflate motivation. One student explained, “When feedback is negative, I feel my behavior and studying get worse,” showing the influence of feedback from teachers.

School Environment and Peer Relationships (Relatedness)

Supportive school culture, including extracurricular activities, Olympiad preparation, and small-group instruction, was found to be motivational. Participant N pointed out that “support lessons really do help… they’re explaining very well, and there are not a lot of people, so it’s easier to understand.”

Participant G praised his school’s supportive staff: “Teachers are willing to help after lessons,” and another student noted, “There’s a close environment here. Unlike other schools I’ve been to, here I can focus more.” However, one student pointed to downsides, stating, “The school starts too early… I can’t be in gear at 8am,” reflecting structural fatigue.

Peer relationships showed mixed effects. While Participant F claimed, “Studying with motivated friends helps me stay focused,” others preferred autonomy. “They don’t really impact. I choose myself,” said Participant N. Another student added, “Even if my friends don’t like studying, that’s their problem. It doesn’t impact me.” Yet, social environments were occasionally competitive: “There are not many students in my class, so it gets competitive,” one student noted.

Technology as a Learning Tool (Autonomy & Competence)

Most students saw technology as a helpful tool for enhancing learning. Participant E emphasized, "YouTube is nice. If you don't understand some topic, you can find a video and they explain everything." Participant H added, "If I don't have time to do homework, I use ChatGPT."

Participant N reflected on how "extra tools like AI help me a lot for understanding. I ask ChatGPT to paraphrase or explain in easier words, and I get it better." Other students also valued the convenience and autonomy it provides: "You can read online books… it's time efficient," one said.

Many students reported using Google, YouTube, and AI tools daily. One shared, "With AI, you can talk to a tutor, ask questions—technology gives you more options," reflecting an increasing reliance on digital tools in place of traditional learning methods.

Common Inhibitors of Academic Motivation

This part analyzes the key factors that demotivate learners in school. Several students noted that academic expectations, insufficient sleep, and emotional strain impede their motivation. Other sources of frustration include strict school policies, loud class environments, and excessive homework. While technology is beneficial for study purposes, it is also a major distraction when it results in phone addiction or excessive social media usage. These factors demonstrate how easily motivation can wane when people feel overwhelmed, unsupported, or distracted.

Academic Pressure and Emotional Challenges (Autonomy, Competence & Relatedness)

Despite high motivation, many students experienced pressure that threatened their well-being. Participant E described, "I slept 2–3 hours a day… I got used to it." Participant H explained the toll of effort not translating to success: "I work for hours… but my mark can still be disappointing."

Students also mentioned emotional fatigue. "When a negative feedback happens, I see that my studying gets worse," said Participant N. Participant Z echoed this, stating, "When I studied hard for handwriting and it didn't get recognized, it was really demotivating." Others expressed feelings of burnout when things felt repetitive or overwhelming: "When everything's been repetitive, I burn out and just lack energy," shared one student.

Structural and Environmental Constraints (Autonomy)

Some school-related factors were identified as limiting student motivation. While one of the students mentioned the struggle of "studying when the class is loud," Participant N criticized rigid rules: "There's a lot of strict rules… we feel under pressure."

Another student expressed frustration with exam policies: "There are exams provided by the school and you have to take them even if you don't need them." Participant G added, "The amount of homework all teachers give in one day is hard to manage."

Some students mentioned needing more social experiences and less rigidity. "I would change the rules entirely… to make it easier for students," one said. Others called for more field trips and collaborative projects to balance the academic load.

Technology as a Source of Distraction (Autonomy)

While beneficial, technology also emerged as a double-edged sword. Participant N admitted, "Social media sometimes distracts me," and noted physical strain: "It has a negative impact on my health, especially my eyes."

Participant E reflected on how her grades suffered: "I was addicted to my phone, and my marks dropped from 90 to 75." Another student observed, "If you get used to Google, you stop wanting to open a book," showing how digital ease can reduce traditional study habits.

Discipline and self-regulation were key. "It depends fully on the person… if you're disciplined, it helps; if not, it distracts," said one student, summarizing the ambivalent role of technology in academic life.

Conclusion

This study highlights the complex nature of academic motivation among secondary school students in Azerbaijan. Motivating factors range from internal drives (curiosity, mastery, future goals) to external influences (family support, teacher care, peer encouragement, and technology use). However, motivation is challenged by heavy workloads, emotional and behavioral struggles, unclear instruction, environmental limitations, and digital distractions.

These findings underscore the importance of creating learning environments that support autonomy, nurture competence, and strengthen relationships. By understanding the full range of motivators and inhibitors, educators and policymakers can design more inclusive and student-centered educational experiences.

Chapter 5: Discussion

This study explored the factors influencing secondary school students' academic motivation in Azerbaijan, using Self-Determination Theory (SDT) as its guiding framework. The findings reinforce existing literature, emphasizing the roles of autonomy, competence, and relatedness (Deci & Ryan, 2000), while also revealing context-specific insights unique to Azerbaijan's private school environment.

Consistencies with Existing Literature

The findings support existing research showing that intrinsic motivation, personal goals, and self-efficacy significantly contribute to student engagement, echoing the work of Deci and Ryan (2000) and Dweck (2006) (Ryan & Deci, 2000). These findings also reflect the key components of SDT—autonomy, competence, and relatedness. For instance, students' self-set academic goals and internal drive highlight their need for autonomy and competence. Family support and emotional connection align with the concept of relatedness, while teacher encouragement and constructive feedback further reinforce students' sense of competence. Conversely, excessive pressure, negative feedback, and rigid school environments can threaten these needs and reduce motivation. Students who expressed curiosity, enjoyment in particular subjects, or specific academic goals (such as entering university) demonstrated higher levels of motivation. Similarly, many students linked academic success to their personal effort and belief in their abilities, which aligns with Bandura's (1997) self-efficacy theory (Bandura, 1997).

The role of parents, teachers, and peers provides support and was previously discussed globally (Ryan & Deci, 2000; Skinner & Belmont, 1993). Students reported feeling more motivated when they experienced encouragement or emotional support from friends and family. On the contrary,

some suffered from excessive parental pressure or critical feedback from teachers, which demonstrates prior research on negative reinforcement (Murdock, 1999; Wentzel, 2002)

Context-Specific Findings

Several findings were emphasized within the Azerbaijani context. Academic perfectionism and test-related anxiety were especially highlighted in private schools, with students reporting sleep deprivation as for meeting high expectations. These concerns were also raised by Abbasli (2022) regarding the high-pressure academic culture shaped by family and institutional demands (Abbasli, 2022).

The intersected role of technology was another noticeable part. Studies by Cheung and Slavin (2013) have shown that students often used websites like YouTube and ChatGPT to improve their learning (Cheung & Slavin, 2013). Many also battled with social media diversions and non-educational content at the same time. The effect of digital tools is also mentioned in the research by Murshudova et al. (2021), who found that depending on how it is used, technology can either help or hurt motivation (Murshudova et al., 2021).

Students also emphasized environmental and emotional hinders, such as language barriers, strict school regulations, and noisy classrooms. However, these topics aren't touched deeply in the literature currently available in Azerbaijan, they have emerged as significant daily triggers to motivation.

Implications

In order to foster motivation academically, the environment should allow autonomy, encourage healthy social relations, and provide challenges that promote a sense of competence (Reeve, 2002). Teachers have many tools at their disposal which, if used properly, can significantly enhance

student engagement, including the provision of emotionally supportive feedback, active collaborative opportunities among students, and the organized incorporation of digital tools.

Additionally, the absence of student voice in the teaching strategies used within the school was a gap addressed in this study. Schools can design more inclusive frameworks in which teaching methods are adaptable for different student needs by understanding what encourages and inhibits engagement among pupils.

Summary

To sum up, a combination of internal factors such as self-efficacy and personal goals, as well as external factors like family expectations, technology usage, peer relationships, and school culture influence academic motivation in secondary school students in Azerbaijan. While many of the findings aligned with SDT and other international studies, the unique opportunities alongside the private school Azerbaijan context's demands complicate the experience of motivation to support learners to be able to manage academic stress, mental health, and the use of technology, which needs to be applied mindfully.

Conclusion

This study aimed to look into the factors influencing the motivation of secondary school students in Azerbaijan, focusing on private schools. It analyzed the impact of autonomy, competence, and relatedness on the motivation and engagement of students through the lens of Self Determination Theory (Deci & Ryan, 2000).

Analyzing the interviews with 13 secondary school students qualitatively revealed several significant motivators and inhibitors affecting the students' academic motivation. These findings provided valuable insights into the following research questions:

What factors influence secondary school students' academic motivation in Azerbaijan?

A. What are common factors influence secondary school students' academic motivation?

B. What are common inhibitors influence secondary school students' academic motivation?

The findings revealed that intrinsic factors such as curiosity, enjoyment of learning, and personal goals related to university and career aspirations were strong motivators. When students felt autonomous and worthy in their learning environments, they were more motivated about the learning process. Additionally, external factors, including positive relationships with peers, parents, and teachers also greatly maintained their motivation.

However, the study also identified key demotivators. Excessive academic pressure, emotional fatigue, technological distractions, and limited autonomy resulting from rigid school policies emerged as barriers to sustained motivation. Particularly relevant in the Azerbaijani context was the dual role of technology as both an enhancer and inhibitor of academic engagement.

Ultimately, this study contributes to the growing body of research on academic motivation in Azerbaijan's secondary education system. It underscores the importance of fostering student-centred practices, where emotional well-being, autonomy, and student voice are prioritized alongside academic outcomes. Creating supportive, flexible school environments and integrating digital tools with intention can better address the complex needs of modern learners.

While the study provides valuable insights, its scope is limited to a small, private-school sample, and future research should include broader populations to enhance generalizability. Nonetheless, these findings offer important considerations for educators, policymakers, and researchers working to cultivate motivation and engagement in 21st-century classrooms.

APPENDICES

APPENDIX A

Interview Questions

English:

1. Can you tell me a little about yourself and your educational background?

2. How do you generally feel about your studies?

3. What aspects of learning do you enjoy the most?

4. What motivates you to put effort into your studies?

5. What personal goals do you have related to your education?

6. How do they impact your learning?

7. Can you describe any challenges that affect your motivation or ability to study?

8. How do you deal with them?

9. How does your school environment contribute to your learning experience? (e.g., resources, extracurricular activities, classroom atmosphere)

10. What aspects of your school environment do you find most helpful or most challenging in staying motivated?

11. If you could change one thing about your school or learning experience to make it more engaging, what would it be?

12. What role do your teachers play in your academic motivation?

13. Can you share an experience when a teacher significantly influenced your learning—positively or negatively?

14. How do you usually respond to feedback from teachers or peers?

15. Can you recall a time when feedback had a meaningful impact on you?

16. What role does your family play in your learning process?

17. How do your friends or classmates impact your interest in studying?

18. How do you use technology in your learning?

19. In what ways does technology (such as online tools, social media, or digital resources) support or hinder your motivation to study?

20. What are some pressures or expectations you face regarding your academic performance?

21. How do these pressures affect your motivation and approach to studying?

22. Is there anything else you would like to share about your learning experience that we haven't discussed?

APPENDIX B

Azerbaijani:

1. Özünüz və təhsiliniz haqqında bir az danışa bilərsinizmi?

2. Ümumiyyətlə təhsilinizlə bağlı necə hiss edirsiniz?

3. Öyrənməyin ən çox hansı tərəflərindən zövq alırsınız?

4. Təhsilinizə səy göstərməyinizə nə motivasiya verir?

5. Təhsillə bağlı hansı şəxsi məqsədləriniz var?

6. Bunlar öyrənməyinizə necə təsir edir?

7. Sizi motivasiya etməyə və ya oxumağa mane olan hansı çətinliklər var?

8. Onlarla necə mübarizə aparırsınız?

9. Məktəb mühitiniz sizin öyrənmə təcrübənizə necə töhfə verir? (məsələn, resurslar, dərsdənkənar fəaliyyətlər, sinif atmosferi)

10. Məktəb mühitinizin motivasiyanızı qorumaqda ən faydalı və ya çətin olan hansı cəhətləri var?

11. Məktəbinizdə və ya öyrənmə təcrübənizdə daha maraqlı olması üçün dəyişmək istədiyiniz bir şey nə olardı?

12. Müəllimləriniz akademik motivasiyanızda hansı rolu oynayır?

13. Müəllimin sizin öyrənməyinizə əhəmiyyətli dərəcədə təsir etdiyi (müsbət və ya mənfi) bir təcrübənizi bölüşə bilərsinizmi?

14. Müəllimlərinizdən və ya sinif yoldaşlarınızdan gələn rəy və şərhlərə adətən necə reaksiya verirsiniz?

15. Sizə böyük təsir edən bir rəy nümunəsini xatırlayırsınızmı?

16. Ailəniz öyrənmə prosesinizdə hansı rolu oynayır?

17. Dostlarınız və ya sinif yoldaşlarınız sizin təhsilə marağınıza necə təsir edir?

18. Öyrənmə prosesinizdə texnologiyadan necə istifadə edirsiniz?

19. Texnologiya (məsələn, onlayn vasitələr, sosial media və ya rəqəmsal resurslar) sizin motivasiyanıza necə kömək edir və ya mane olur?

20. Akademik göstəricilərinizlə bağlı hansı təzyiqləri və ya gözləntiləri hiss edirsiniz?

21. Bu təzyiqlər sizin motivasiyanıza və oxuma tərzinizə necə təsir edir?

22. Burada müzakirə etmədiyimiz, lakin öyrənmə təcrübənizlə bağlı paylaşmaq istədiyiniz başqa bir şey varmı?

APPENDIX C

Russian:

1. Можете рассказать немного о себе и своем образовании?

2. Как вы в целом относитесь к учебе?

3. Какие аспекты обучения вам нравятся больше всего?

4. Что мотивирует вас прилагать усилия в учебе?

5. Какие у вас личные цели, связанные с образованием?

6. Как они влияют на ваше обучение?

7. С какими трудностями, влияющими на вашу мотивацию или способность учиться, вы сталкиваетесь?

8. Как вы с ними справляетесь?

9. Как школьная среда влияет на ваш учебный процесс? (например, ресурсы, внеклассные занятия, атмосфера в классе)

10. Какие аспекты школьной среды вам помогают или, наоборот, затрудняют поддержание мотивации?

11. Если бы вы могли изменить что-то в своей школе или учебном процессе, чтобы сделать его более интересным, что бы это было?

12. Какую роль играют учителя в вашей академической мотивации?

13. Можете рассказать о случае, когда учитель оказал значительное влияние на ваше обучение (положительное или отрицательное)?

14. Как вы обычно реагируете на обратную связь от учителей или одноклассников?

15. Можете вспомнить случай, когда полученный отзыв оказал на вас значительное влияние?

16. Какую роль ваша семья играет в вашем обучении?

17. Как ваши друзья или одноклассники влияют на ваш интерес к учебе?

18. Как вы используете технологию в процессе обучения?

19. Как технология (например, онлайн-инструменты, социальные сети, цифровые ресурсы) помогает или мешает вашей мотивации к учебе?

20. С какими ожиданиями или давлением в отношении академических успехов вы сталкиваетесь?

21. Как эти ожидания и давление влияют на вашу мотивацию и подход к учебе?

22. Есть ли что-то еще, что вы хотели бы рассказать о своем учебном опыте, которое мы не обсудили?

APPENDIX D

PARENTAL CONSENT FORM FOR STUDENT INTERVIEWS

Dear Parent/Guardian,

As part of our educational research/study on “The factors that influence on secondary school students' academic motivation in Azerbaijan”, we would like to conduct interviews with students to gain insight into their experiences and perspectives. Collected information will be used strictly for research purposes and will remain confidential.

We are seeking your consent for your child, to participate in this interview. Below, we have outlined the details of the study:

Interview Details:

· Purpose: To explore students' views on "The factors that influence secondary school students' academic motivation in Azerbaijan."

· Duration: Approximately 30-40 minutes.

· Location: School premises

· Confidentiality: Student responses will be kept anonymous in all published materials.

· Voluntary Participation: Your child's participation is entirely voluntary. They may withdraw at any time without any consequences.

If you agree to allow your child to participate in the interview, please complete and sign the consent form below.

PARENTAL CONSENT FORM

I, _____, give permission for my child _____ to participate in the research project. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily

Parent/Guardian Name: _____

Signature: _____

Date: _____

If you have any questions or concerns, please feel free to contact _____.

Thank you for your time and support!

Sincerely,

_____

_____.

APPENDIX E

TƏLƏBƏ MÜSAHİBƏLƏRİ ÜÇÜN VALİDEYN RAZILIQ FORMASI

Hörmətli Valideyn/Qəyyum,

Təhsil araşdırmamızın bir hissəsi olaraq "Azərbaycanda orta məktəb şagirdlərinin akademik motivasiyasına təsir edən amillər" mövzusunda tədqiqat aparırıq. Bu tədqiqat çərçivəsində şagirdlərlə müsahibələr keçirmək və onların təcrübələri və fikirləri haqqında məlumat toplamaq istəyirik. Toplanan məlumatlar yalnız tədqiqat məqsədi ilə istifadə olunacaq və məxfi saxlanılacaqdır.

Övladınızın bu müsahibədə iştirak etməsi üçün sizin razılığınızı almaq istəyirik. Aşağıda tədqiqatın detalları göstərilmişdir:

Müsahibə Detalları:

Məqsəd: "Azərbaycanda orta məktəb şagirdlərinin akademik motivasiyasına təsir edən amillər" mövzusunda şagirdlərin fikirlərini öyrənmək.

Müddət: Təxminən 30-40 dəqiqə.

Yer: Məktəb binası.

Məxfilik: Şagirdlərin cavabları bütün dərc olunmuş materiallarda anonim saxlanılacaqdır.

Könüllü iştirak: Övladınızın bu müsahibədə iştirak etməsi tamamilə könüllüdür. İstədiyi vaxt heç bir mənfi nəticə olmadan iştirakdan imtina edə bilər.

Əgər övladınızın bu müsahibədə iştirak etməsinə razısınızsa, aşağıdakı razılıq formasını doldurub imzalayın.

VALİDEYN RAZILIQ FORMASI

Mən, _____, övladım _____ üçün bu tədqiqat layihəsində iştirak etməyə icazə verirəm. Başa düşürəm ki, övladım istədiyi vaxt iştirakdan imtina edə bilər və onun cavabları və kimliyi məxfi saxlanılacaqdır. Bu razılığı könüllü olaraq verirəm.

Valideyn/Qəyyumun Adı: _____

İmza: _____

Tarix: _____

Əlaqə Məlumatları: _____

Hər hansı bir sualınız və ya narahatlığınız olarsa, [_____] ilə əlaqə saxlaya bilərsiniz.

Vaxtınızı və dəstəyinizi ayırdığınız üçün təşəkkür edirik!

Hörmətlə,

_____

_____.

APPENDIX F

ФОРМА РАЗРЕШЕНИЯ РОДИТЕЛЕЙ НА УЧАСТИЕ УЧЕНИКОВ В ИНТЕРВЬЮ

Уважаемый Родитель/Опекун,

В рамках нашего образовательного исследования "Факторы, влияющие на академическую мотивацию учащихся средних школ в Азербайджане", мы планируем провести интервью с учащимися, чтобы получить информацию об их опыте и мнениях. Собранная информация будет использоваться исключительно в исследовательских целях и останется конфиденциальной.

Мы просим Вашего разрешения на участие Вашего ребенка в этом интервью. Ниже приведены подробности исследования:

Детали интервью:

Цель: Изучение мнений учащихся по теме "Факторы, влияющие на академическую мотивацию учащихся средних школ в Азербайджане".

Продолжительность: Приблизительно 30-40 минут.

Место: Школьное помещение.

Конфиденциальность: Ответы учащихся останутся анонимными во всех опубликованных материалах.

Добровольное участие: Участие Вашего ребенка является полностью добровольным. Он/она может отказаться от участия в любое время без каких-либо последствий.

Если Вы даете согласие на участие Вашего ребенка в интервью, пожалуйста, заполните и подпишите форму ниже.

ФОРМА РАЗРЕШЕНИЯ РОДИТЕЛЕЙ

Я, _____, даю разрешение моему ребенку _____ участвовать в данном исследовательском проекте. Я понимаю, что право моего ребенка отказаться от участия или прекратить участие будет соблюдено, а его/ее ответы и личность останутся конфиденциальными. Я даю это согласие добровольно.

Имя Родителя/Опекуна: _____

Подпись: _____

Дата: _____

Если у Вас есть какие-либо вопросы или замечания, пожалуйста, свяжитесь с _____.

Спасибо за Ваше время и поддержку!

С Уважением,

_____

_____.

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