

# **THESIS**

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# 1. INTRODUCTION

## 1.1 Justification of the Topic Selection

Motivation plays a key role in all areas of human life – in learning, work, self-development, as well as in the formation of social relationships. In today’s globalized and competition-oriented world, where expectations placed on individuals are continuously increasing, maintaining and enhancing motivation has become a decisive factor for success.

Initially, the research focused on examining learning motivation, as it fundamentally influences students’ academic performance and individual effectiveness. However, to achieve a more comprehensive approach, the scope of the study was expanded to consider multiple aspects of motivation – including work performance, personal life, and interpersonal relationships. A complex understanding of motivation enables a better insight into how individuals maintain their interest, effort, and commitment toward achieving their goals, while also offering practical solutions for more effective encouragement. Beyond its psychological and personal development implications, the topic is particularly relevant from the perspective of the field of Commerce and Marketing. In the business environment, knowledge of motivational mechanisms allows for the more effective design of human resource management strategies, facilitating increased employee performance and satisfaction. In marketing, motivation directly impacts consumer decision-making, purchasing behavior, and brand loyalty. A deeper understanding of motivation helps businesses develop more effective marketing strategies, make their offerings more attractive, and enhance brand value.

For these reasons, the research aims not only to explore the essence of motivation but also to provide practical insights that can be useful in learning processes, workplace environments, and various areas of business.

## 1.2 Research Objectives

The aim of the research is to analyze and clarify the role of motivation in learning, as well as in other areas of life, and to develop practical recommendations that facilitate the effective maintenance and enhancement of motivation for individuals and organizations. The specific objectives of the research are as follows:

Systematization of the theoretical foundations related to motivation. Defining the concept, essence, and fundamental theories of motivation. Analyzing motivational factors applicable in learning, work, and personal life.

Investigation of learning motivation. Exploring the role of motivation in the learning process, including its impact on performance and outcomes. Evaluating factors that facilitate or hinder students' learning motivation. Formulating recommendations to enhance learning motivation.

Extension of motivation analysis to other areas of life. Examining work motivation, with particular attention to its impact on workplace performance. Analyzing personal life motivation, including self-development, maintenance of social relationships, and physical-mental health. Identifying similarities and differences between learning motivation and motivation in other life areas.

Practical application of motivation research in the field of Commerce and Marketing. Identifying the role of motivation in consumer behavior and purchasing decisions. Investigating how companies can motivate their employees to increase efficiency and strengthen loyalty. Proposing strategies through which companies can integrate motivational factors into their marketing and human resource management activities.

Through this research, the author aims to provide a comprehensive and practical understanding of motivation, which can contribute to improving individual performance in academic, workplace, and life contexts, and support businesses in developing appropriate strategic applications in the field of Commerce and Marketing.

### **1.3 Subject and Scope of the Research**

Research subject: The research focuses on learning motivation, including factors that influence motivation and measures aimed at increasing learning motivation among students.

Research participants: The participants of the research are students at the Hungarian University of Agriculture and Life Sciences (MATE), whose learning motivation and its impact on the university environment are being examined.

Research timeframe: Data collection and analysis span from October 2024 to August 2025, ensuring the research is current and relevant in the research context.

#### **1.4 Research Methods**

This research is based on both primary and secondary data. Primary data were collected through surveys among students of the Hungarian University of Agriculture and Life Sciences (MATE) to assess learning motivation and its influencing factors. Secondary data were obtained from previous studies, books, and academic articles to build the theoretical foundation. A combination of qualitative and quantitative methods was applied, including theoretical analysis and a questionnaire survey processed with statistical software. The aim is to draw practical conclusions that enhance the understanding of learning motivation in the field of Commerce and Marketing.

#### **1.5 Practical Significance of the Topic**

Research on learning motivation and other life areas has significant practical value. For students, it raises awareness of motivational factors and offers strategies to sustain motivation, thereby enhancing academic performance. For educational institutions, the findings support the design of programs that foster motivation and improve learning quality. For companies, especially in the Commerce and Marketing sector, understanding motivation aids in developing effective human resource and marketing strategies that boost performance and customer loyalty. Ultimately, maintaining motivation helps individuals achieve career goals, contribute to society, and improve overall quality of life.

#### **1.6 Structure of the Research**

The thesis consists of five chapters:

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Research Methods

Chapter 4: Results and Discussion

Chapter 5: Conclusions and Recommendations

References

Appendices

## 2. LITERATURE REVIEW

### 2.1 The Nature of Motivation: How It Works in the Human Mind

#### 2.1.1 Definition of Motivation

At the scientific level, motivation is interpreted as an internal or external process that initiates, directs, and sustains goal-oriented behavior. According to Ryan and Deci (2017), two prominent researchers in the field, motivation is “the energy inherent in a person that consciously and actively directs goal-directed behavior.” Motivation, therefore, is not merely the reason for action but also an indicator of whether a given action can be sustained over the long term.

*"Motivation is what moves people to act, what energizes and directs behavior and how this energy and direction is sustained." (Ryan & Deci, 2017, p. 14)*

A key element of modern motivation theory is the distinction between intrinsic and extrinsic motivation. Intrinsic motivation is an internal driving force originating from the individual – people act because they find joy in the activity, seek a challenge, or attach deeply personal value to the activity. In contrast, extrinsic motivation occurs when an individual acts under the influence of external factors, such as reward, expectation, or recognition (Vansteenkiste et al., 2020). This indicates that motivation is not always simple and not necessarily internally originated – it often results from the interaction between personal needs and environmental factors. From a broader perspective, Schunk et al. (2021) describe motivation as a complex structure linking emotions, cognition, behavior, and the social environment. They emphasize that a motivated person is not only someone who “wants” the activity but also someone who “believes they are capable” – that is, self-confidence and a sense of self-efficacy are essential components of motivation. Recent studies in higher education confirm this approach. Seli (2020) highlights the role of motivation in conscious, strategic learning, where students with intrinsic motivation tend to set their own learning goals, manage their time more effectively, and are less susceptible to distractions.

In Hungary, psychologist Varga (2021) contributes a more localized perspective to understanding motivation. She emphasizes that motivation is not only an individual factor but also a reflection of the social environment – including relationships with family, friends, and

teachers, as well as the cultural context in which the individual lives. According to her, “*Motivation is a complex psychological and behavioral process...*” influenced by both biological and social factors. Within the framework of this research, motivation is understood as a continuous psychological-social process closely linked to self-perception, social interactions, and long-term individual goals. Although no definition fully encompasses all aspects of motivation, the following summary provides an appropriate starting point:

Motivation is an internal psychological and social process activated by personal needs, emotions, and cognitive factors while reflecting the influences of the external environment. This process leads to goal-directed behaviors aimed at achieving objectives that are interpretable from personal or social perspectives. This interpretative framework serves as the basis for a more detailed examination of the various forms and influencing factors of motivation, particularly in relation to learning and other life domains – such as work, relationships, and self-development.

### 2.1.2 Classification of Motivations and Influencing Factors

#### **Classification of Motivations**

One of the most influential frameworks in modern psychology is Ryan and Deci's (2017) Self-Determination Theory (SDT), which views motivation not as a simple split between intrinsic and extrinsic but as a continuum where behaviors gradually become more self-endorsed and meaningful. Intrinsic motivation emerges from genuine interest and enjoyment, such as a student exploring marketing out of fascination with how brands create value for consumers, rather than for grades; this form is the most robust, sparking creativity, well-being, and growth (Ryan & Deci, 2017). Extrinsic motivation, by contrast, drives action through rewards or avoidance of punishment like pursuing a scholarship, fulfilling family expectations, or dodging job loss yet it isn't inherently weak; when individuals come to personally value the activity and integrate it into their identity (integrated regulation), it transforms into a sustainable, almost intrinsic-like force. Ultimately, SDT highlights how fostering autonomy, competence, and relatedness can shift even routine obligations toward deeper, lasting engagement.

The following model illustrates the motivational continuum according to SDT:



*Figure 1: Motivational Continuum According to Self-Determination Theory*

*Source: Ryan & Deci, 2017, p. 25*

Based on the model, it can be observed that motivation can develop over time under appropriate conditions. For example, a student may initially study mathematics out of compulsion, but if they receive adequate support and feel capable of understanding and solving tasks, they may gradually come to enjoy the subject. Therefore, a suitable environment and pedagogical approach are essential for transforming motivation.

Beyond the classic intrinsic-extrinsic divide, motivation can further be categorized into positive (approach) and negative (avoidance) types. Approach motivation propels people toward rewards, success, or appealing outcomes, energizing effort with optimism and focus. Avoidance motivation, on the other hand, pushes individuals to steer clear of failure, criticism, or unwanted consequences. While it can certainly spark action in the short term, studies show this defensive stance frequently breeds anxiety, exhaustion, and diminished satisfaction over time (Elliot & Thrash, 2017). In the end, leaning into approach-driven goals tends to yield not just better results but also greater well-being and resilience.

### **Factors Influencing Motivation**

Motivation doesn't come from just one source; it's shaped by a mix of personal, surrounding, and broader social elements that all play off each other. On the personal side, people thrive when their core needs for autonomy, competence, and connection are met, as Self-Determination Theory points out this is what really fuels lasting inner drive (Ryan & Deci, 2017). Confidence in one's abilities, or self-efficacy as Bandura called it, also keeps someone pushing through setbacks and directly ties to better results (Schunk et al., 2021), while natural traits like curiosity or a preference for stability further shape how motivation takes hold.

The environment matters just as much: a classroom that sparks ideas, a workplace that offers flexibility, or a supportive team can naturally lift engagement. Leaders whether teachers, managers, or coaches play a big role too, offering guidance, trust, and encouragement that

research shows strongly boosts student drive (Korpershoek et al., 2022). Then there are cultural and social influences: in achievement-focused societies, competition and personal success light the fire, whereas in community-oriented ones, contributing to the group provides the deeper pull. Family expectations, friends' support, or even friendly rivalry all color how people see their goals.

A study among Hungarian university students by Kovács (2019) drives this home things like clear instructor feedback, active involvement in learning, and a positive classroom vibe often matter far more for staying motivated than distant career dreams. In short, motivation grows strongest when personal needs, supportive settings, and cultural values align.

## 2.2 Learning Motivation

Throughout the history of educational development, one of the most frequently asked and critical questions is: Why do some students always study actively and passionately, while others remain indifferent, uninterested, and prone to giving up? At the center of this question lies learning motivation an apparently invisible yet profoundly influential factor that significantly affects academic performance, school engagement, and even long-term career orientation.

### 2.2.1 The Concept and Nature of Learning Motivation

Fundamentally, learning motivation is a specific form of motivation directly related to learning behaviors, such as reading, participating in discussions, problem-solving, or in-depth research. It can be driven by intrinsic or extrinsic forces, compelling an individual to initiate, sustain, and complete learning activities toward a defined goal.

According to Schunk et al. (2021): *“Learning motivation is the process through which students initiate and maintain learning behaviors to achieve educational goals that they value.”* This indicates that learning is not merely about meeting others’ expectations but is also an autonomous process reflecting the learner’s beliefs, emotions, and goals. Particularly, Ryan and Deci (2020), authors of the Self-Determination Theory (SDT), emphasize: *“When a student perceives learning as personally meaningful and as a result of their own choice, sustainable – intrinsic – motivation develops.”* Thus, learning motivation is not only driven by

the pursuit of good grades or avoidance of criticism, but also by curiosity, passion, and the desire for self-improvement

To make sense of it, experts split learning motivation into two broad camps: intrinsic, where the drive comes straight from personal interest like a student researching a topic simply because it fascinates them or helps them level up their skills; and extrinsic, fueled by outside rewards or demands, such as aiming for top marks, meeting family hopes, or securing future job prospects. Research by Wigfield and Eccles (2019) indicates that while extrinsic motivation may be effective in the short term, intrinsic motivation is a stronger predictor of long-term learning success, as it is associated with persistence and genuine interest.

In Hungary, several scholars have explored this topic. Kovács (2020) states: *“Learning motivation is an internal driving force that encourages students to acquire knowledge, develop, and find meaning in the learning process.”* This perspective regards learning motivation not merely as an individual psychological factor, but as an integral part of the overall learning experience, where emotions, environment, social support, and a sense of self-direction all play significant roles.

The payoff is clear from a recent study by Szabó and Fodor (2022) across Hungarian universities: students with strong learning motivation show more upbeat attitudes toward studying, are far less likely to drop out, feel surer of their abilities, and eagerly jump into extra academic opportunities. All this proves that learning motivation isn't some side helper; it's the core engine deciding whether someone truly learns or just goes through the motions.

### 2.2.2. Learning Motivation of Higher Education Students

In higher education, learning motivation plays a central role in academic performance, the development of self-directed learning abilities, and future career prospects. Students must acquire not only deep professional knowledge but also skills such as critical thinking, creativity, and independent decision-making. Within this context, learning motivation functions as an internal driving force, promoting persistence, coping with challenges, and achieving long-term academic success (Schunk et al., 2022). Compared to secondary education, higher education requires greater autonomy from students and involves less external control. Therefore, students need strong intrinsic motivation for successful academic progression. In an increasingly globalized and competitive higher education landscape,

learning motivation is not only an individual factor but also an indicator of the quality of the educational system.

A useful framework for understanding learning motivation is the Achievement Goal Theory (AGT), developed by Ames (1992) and later expanded by Hulleman et al. (2017) and Putarek & Pavlin-Bernardić (2020). According to the theory, three main goal orientations can be distinguished: mastery-oriented, where the thrill is in truly getting it and growing; performance-oriented, chasing standout results and applause from others; and avoidance goals, all about dodging flops, which often drags in worry and shaky confidence.

<b>Mastery Goals</b>	<b>Performance Goals</b>	<b>Avoidance Goals</b>
- Driven by interest	- Seeking recognition	- Fear of criticism
- Self-awareness, personal growth	- Comparison with others	- Defensive attitude
- Lifelong learning	- External evaluation	- Anxiety, pressure

*Table 1: Types of Learning Goals Based on the AGT Model*

*Source: Hulleman & Harackiewicz (2017); Putarek & Pavlin-Bernardić (2020)*

Research shows that mastery goals are more closely related to intrinsic motivation, resulting in better academic performance and long-term satisfaction, while avoidance goals negatively affect outcomes and increase the risk of academic burnout (Muenks et al., 2020).

### **Characteristics of Learning Motivation Among Higher Education Students**

Higher education students typically juggle a blend of intrinsic and extrinsic motivations all at once, making their drive far more layered than a single switch. An economics major, for instance, might dive into complex models because the logic truly captivates them, while also chasing a scholarship to ease financial pressure and striving to meet the high expectations set by parents; research by Alt (2018) shows that this combination often leads to stronger overall performance compared to relying on just one type of push.

Motivation also evolves predictably across the university years. First-year students arrive brimming with curiosity and excitement about their chosen field, yet they frequently struggle

with a lack of clear direction amid the sudden freedom. By the second and third years, goals become more defined, motivation settles into a steadier rhythm, and students start feeling the mounting weight of academic performance. In the final year, the focus sharpens dramatically on career readiness, with motivation increasingly shaped by job market realities and the anxiety of transitioning out of student life.

Several key factors shape this motivation, as outlined by Kim and Bennekin (2021): having a clear vision of future career paths gives learning real purpose and improves focus; a strong sense of academic self-efficacy believing you can actually succeed acts as a powerful engine; social support from peers, instructors, family, and academic advisors provides both emotional backing and practical guidance; and past academic successes (or even well-handled failures) build momentum that carries forward. A string of good results can sustain effort long after the initial thrill fades.

Educational institutions and instructors hold significant influence over whether motivation thrives or fizzles. Personalized academic counseling helps students set achievable, meaningful goals rather than vague or overwhelming ones. Shifting toward active learning through interactive seminars, group projects, debates, and real-world applications makes material feel relevant and engaging. Flexible assessment systems paired with constructive, supportive feedback build confidence instead of fear. Integrating technology, such as collaborative online platforms, simulations, or data-driven learning tools, further transforms abstract concepts into tangible, hands-on experiences that keep curiosity alive.

### 2.2.3 Review of Related Studies

Over the past decades, the topic of learning motivation has garnered extensive attention in the fields of educational research, psychology, and cognitive sciences. Each study has contributed to understanding how motivation influences the learning process, thereby supporting the development of more effective educational models, the personalization of learning experiences, and the design of programs tailored to specific student groups.

#### **Expectancy–Value Theory**

One of the most trusted and widely used frameworks in learning motivation is the Expectancy–Value Theory from Wigfield and Eccles. At its core are two intertwined drivers that shape

whether someone dives in and sticks with a task. The first is expectancy for success simply put, how much a student believes they can actually pull it off. If they feel capable, they're far more likely to start and keep going, even when things get tough. The second piece is task value: how much the learner sees the activity as worth their time. This isn't just about usefulness for a future job; it also includes whether the content feels interesting, important to their identity, or enjoyable in the moment. When both expectancy and value are high, motivation runs strong and steady.

A unique feature of this model is that it interprets learning motivation not merely as a desire to obtain grades or external rewards but also emphasizes the learner's personal perceptions and emotions. For example, a student may study mathematics not only to achieve a high grade (instrumental value) but also because they enjoy the logic and challenge of the subject (intrinsic value). Conversely, if a student perceives the subject as too difficult and doubts their capability to achieve the desired outcome, their motivation may decline even if they aspire to earn a good grade. This model helps explain why not all learners exhibit the same level of motivation, even within the same educational program the differences lie in their expectancies and value judgments.

<b>Value Type</b>	<b>Explanation</b>	<b>Example</b>
Intrinsic value	Learning driven by enjoyment and interest	Learning English out of love for the language
Instrumental value	Motivation based on practical goals or future benefits	Studying economics for career opportunities
Personal value	Self-realization, demonstrating competencies	Learning to prove one's own competence
Cost value	The difficulties and burdens associated with learning	Stress and fatigue from studying multiple subjects

*Table 2: Types of learning values*

*Source: Compiled by Wigfield & Eccles (2019).*

### **Keller's ARCS Model**

John M. Keller's ARCS model offers a practical roadmap for sparking and sustaining learning motivation in today's classrooms, whether in person or online. The name breaks down into four

linked pieces that work together: Attention, Relevance, Confidence, and Satisfaction. It all starts with Attention grabbing and holding interest right from the jump. Boring slides or endless lectures won't cut it; instead, mix in vivid examples, short videos, surprising questions, or hands-on activities that pull students in and keep their minds from wandering. Once they're hooked, Relevance takes over. Students need to see why the material matters to them personally or professionally. A quick explanation of how a concept ties to their career goals or builds on what they already know can turn abstract ideas into something worth caring about. From there, Confidence steps in. People shut down if a task feels impossible, so goals should stretch without snapping. Clear instructions, bite-sized milestones, encouraging feedback, and help when needed all signal "you can do this," which fuels persistence. Finally, Satisfaction seals the deal. Finishing a tough assignment and earning genuine praise, a solid grade, or simply the glow of understanding creates a reward loop that makes students eager for the next challenge.

Huang et al. (2021) put ARCS to the test during the pandemic's online shift and saw clear wins: courses built on these principles kept students more engaged, lifted motivation, and boosted final results. They used varied resources to hold attention, real-life cases to prove relevance, calibrated challenges to build confidence, and timely praise to deliver satisfaction. Keller himself (2016) stresses that ARCS isn't a rigid checklist; it's a flexible toolkit. Motivation ebbs and flows with every class, assignment, or life event, so instructors must keep adjusting the mix to match the moment.

### **Empirical Research in Hungary**

In recent years, numerous empirical studies in Hungary have contributed to understanding how learning motivation affects academic performance and attitudes toward learning in higher education. Szabó and Fodor (2022) surveyed over 800 students from various Hungarian universities. Their analysis highlighted that learning motivation not only determines academic outcomes but also significantly contributes to the development of positive learning attitudes. Motivated students are more likely to seek supplementary learning materials, actively participate in classes, and complete assignments more accurately. The study also emphasized the role of a supportive learning environment. Students encouraged by instructors, engaged in friendly interactions, and provided with a conducive learning environment reported significantly higher intrinsic motivation. This supports the view that motivation is influenced not only by individual factors but also by social and environmental contexts. Furthermore, Király and Lénárt (2021) investigated the relationship between learning motivation and student

satisfaction. Their findings indicated that highly motivated students were less likely to change majors or drop out of university and were more satisfied with their education and institutions. This reinforces the idea that motivation plays a critical role not only in improving academic performance but also in student retention. Research also shows that motivation varies by major, gender, and educational background, highlighting the importance of tailoring teaching strategies to the characteristics of different student groups.

## **2.3 Motivation in Various Areas of Life**

### **2.3.1. Workplace Motivation**

Workplace motivation remains a critical factor that largely determines employee performance, engagement, and the sustainable development of organizations. Motivation affects not only individual productivity but also reflects employees' satisfaction with their work and organizations. In the modern, rapidly changing, and highly competitive labor market, understanding motivational mechanisms has become increasingly important for both employees and companies (Luthans & Jensen, 2020).

Similar to learning, workplace motivation can be classified as intrinsic or extrinsic (Ryan & Deci, 2017). Intrinsic motivation stems from internal drives such as personal passion, the desire for self-improvement, and satisfaction derived from meaningful work. Intrinsically motivated employees view work as a central part of their lives and continuously seek learning and development opportunities. In contrast, extrinsic motivation arises from external factors, such as salary, promotion opportunities, managerial expectations, or social norms. While extrinsic motivation can serve as a short-term incentive, it does not ensure sustainable commitment in the long term if intrinsic motivation is absent (Gagné & Forest, 2018). Employees motivated solely by external rewards may lose motivation if those rewards are withdrawn. Intrinsically motivated employees, however, tend to be more creative, proactive, and report higher job satisfaction. Therefore, workplace environments should aim to support both types of motivation (Deci et al., 2017).

Beyond motivation itself, numerous other factors significantly influence employee engagement. Organizational culture and environment are key: workplaces that treat employees with respect, encourage creativity, and provide professional autonomy generally foster higher motivation (Saks & Gruman, 2018). In contrast, excessive pressure, lack of recognition, or

limited development opportunities can reduce enthusiasm and contribute to burnout. Work–life balance is also essential for maintaining motivation. Overloaded work environments without adequate rest can lead to burnout, negatively affecting both motivation and performance (Schaufeli et al., 2019). Employees who successfully balance work and personal life demonstrate more sustainable performance and higher motivation (Tims & Bakker, 2017).

Daniel Pink's 2009 book *Drive* presents a compelling model of workplace motivation built around three essential pillars: autonomy, mastery, and purpose. Autonomy empowers employees with the freedom to direct their own work, sparking greater responsibility, initiative, and creativity; in tech companies, for instance, flexible arrangements have proven to enhance both innovation and output (Baard et al., 2020). Mastery emerges when organizations prioritize ongoing training and skill growth, leading to deeper engagement and stronger performance (Noe et al., 2017). Purpose, meanwhile, connects daily tasks to a larger sense of meaning, fueling intrinsic drive and long-term dedication (Grant, 2018). When combined, these elements

Organizations need strategies that consider both individual and organizational characteristics. Creating a positive workplace atmosphere where employees feel valued and have opportunities to contribute is fundamental to maintaining motivation (Bailey et al., 2018). Corporate culture influences engagement, as employees who feel important perform more responsibly (Kuvaas et al., 2017). Recognition and reward systems are also critical. Material and verbal acknowledgment, along with opportunities for promotion and skill development, enhance employee motivation (Deci et al., 2017; Rigby & Ryan, 2018). Investing in skill development not only helps retain talent but also contributes to innovation and long-term organizational growth (Deloitte, 2022).

### 2.3.2. Motivation for Personal Relationships

The motivation for personal relationships plays a crucial role in shaping an individual's quality of life and psychological well-being. Every person has a fundamental need to establish and maintain relationships, which create varying degrees of attachment. These relationships not only facilitate social interactions but also form the foundation for experiencing security, love, and respect (Reis & Collins, 2018). Maslow's hierarchy of needs remains a useful framework for understanding the motivation behind personal relationships, as human needs are organized hierarchically, and motivation aligns with these levels (Kenrick et al., 2017).

### **Physiological needs and dependence on others**

At the base of Maslow's pyramid lie physiological needs, including food, water, sleep, and other essential conditions for survival. Without satisfying these needs, an individual cannot progress toward higher-order needs (Schultz & Schultz, 2020). Importantly, during early developmental stages, the motivation for personal relationships largely depends on reliance on others. Infants and young children, for instance, fundamentally depend on parents or caregivers for survival and safety (Zayas et al., 2017). This dependence encompasses not only physical needs but also emotional attachment, establishing trust and a sense of security. Research has demonstrated that the quality of early familial and community relationships underpins lifelong personal development and social skills (Mikulincer & Shaver, 2021). Meeting physiological needs at this stage is vital, as it forms the foundation for all subsequent relationships and social motivation. Failure to meet these needs can create a disadvantage in social relationships and emotional development, potentially leading to long-term motivational deficits and anxiety (Baumeister & Leary, 2017).

### **The need for safety and stability in relationships**

Once basic physiological needs are met, an individual's motivation shifts toward creating safety and stability. This constitutes the second level in Maslow's hierarchy, where the primary goal of personal relationships is to ensure protection and security, both physically and emotionally (Steele & Brumbaugh, 2019). Such relationships including family ties, friendships, and professional alliances provide critical support, contribute to stability, and help mitigate life's risks, stress, and uncertainties. Research indicates that secure attachments, as analyzed in depth by Mikulincer and Shaver (2021), can sustain long-term motivation and emotional well-being, as these relationships offer stability and protection against social and psychological stress. Conversely, the absence of a sense of security within relationships may lead to diminished motivation, alienation, and frequent conflicts, ultimately weakening an individual's social network and self-esteem (Holt-Lunstad, 2020).

### **The need for love and social belonging**

After fulfilling basic security needs, human motivation advances toward love, acceptance, and social connectedness. This level encompasses the need for intimacy, friendships, family bonds, and community membership (Umberson & Montez, 2019). According to Maslow, individuals

at this stage strive to build and nurture emotional attachments, as a lack of love and social acceptance can result in profound loneliness and psychological difficulties (Holt-Lunstad et al., 2017). Social relationships are pivotal for both mental and physical health, as supportive networks reduce stress and promote resilience (Cacioppo & Cacioppo, 2018). Thus, the motivation for love is not merely an emotional requirement but also a life-sustaining factor that facilitates healthy personality development and social integration.

### **The need for esteem and desire for recognition**

Once love and acceptance are obtained, motivation evolves toward esteem and recognition. This level includes the need for self-respect, self-esteem, and social acknowledgment, all of which are essential components of an individual's identity and confidence (Rosenberg & McCullough, 2018). Positive feedback, recognition, and respect within relationships strengthen self-esteem, contributing to life satisfaction and the maintenance of social motivation (Leary & Tangney, 2019). In contrast, a lack of recognition or denial of respect can generate tension, disappointment, and even relational conflicts, which over time undermine attachment and reduce cooperative behavior (Fischer & Manstead, 2022). Consequently, the need for esteem is not only a personal concern but also a socially significant factor influencing the dynamics of relationships

### **Self-actualization and growth within relationships**

At the apex of Maslow's hierarchy lies self-actualization, representing the full realization of an individual's capacities and potential, including growth within personal relationships (Neff & Faso, 2018). Self-actualizing relationships are characterized by mutual emotional support and the reciprocal encouragement of personal and professional development (Ryan & Deci, 2020). Such relationships generate strong intrinsic motivation, fostering long-term commitment and deep attachment. Mutual support and inspiration enable individuals to achieve their highest life goals while contributing to the development of their social environment (Kumar & Steer, 2023). Therefore, motivation toward self-actualization not only fulfills personal aspirations but also positively impacts social cohesion.

### 2.3.3. Motivation for Personal Development

Personal development is a continuous, dynamic process that drives individuals to improve and advance in their knowledge, skills, thinking, and personal attributes. Motivation for development arises not only from intrinsic psychological needs but is also significantly influenced by external factors, such as the social environment, learning opportunities, and challenges arising from individual life circumstances (Schunk & DiBenedetto, 2020; Voelkl et al., 2017). Recent psychological and educational research emphasizes that motivation for personal development is closely linked to a growth mindset, autonomous decision-making, and perseverance, which are essential for achieving long-term goals (Yeager & Dweck, 2016; Duckworth et al., 2019; Ryan & Deci, 2020).

#### **The role of growth mindset and autonomous decision-making**

The concept of a growth mindset, established by Carol Dweck (2006), remains critical for understanding motivation for personal development. Individuals who believe that their abilities can be improved through effort and persistent learning are more likely to sustain motivation and adapt flexibly to challenges (Claro et al., 2016; Yeager et al., 2019). In contrast, a fixed mindset, which perceives abilities as immutable, limits developmental potential by reducing perseverance and motivation (Burnette et al., 2020). The capacity for autonomous decision-making is also crucial for maintaining developmental motivation. According to Ryan and Deci's Self-Determination Theory, motivation is strongest when individuals can independently direct their learning and developmental processes, making decisions aligned with their own goals (Ryan & Deci, 2017). Furthermore, the presence of supportive social environments such as family, teachers, or mentors significantly enhances developmental motivation, as positive feedback and encouragement increase self-confidence and commitment (Jang et al., 2016).

#### **Perseverance (grit) and willpower in development**

Perseverance, or grit, plays a central role in personal development, as highlighted and validated by Duckworth et al. (2016) in contemporary psychological research. Individuals with high grit maintain long-term motivation and perform better not only in educational contexts but also in career development and achieving personal goals (Eskreis-Winkler et al., 2018; Credé et al., 2017). This suggests that intellect alone is insufficient; rather, emotional and volitional factors jointly shape success. Research on willpower indicates that self-control is a finite but

developable resource (Inzlicht & Schmeichel, 2016). Excessive stress, decision-making burden, or loss of motivation can deplete willpower, negatively affecting the continuity of personal development (Muraven & Baumeister, 2016). Hence, applying appropriate strategies to optimize motivation and self-regulation is essential throughout the developmental process.

In today's rapidly changing world, the necessity of lifelong learning is increasingly evident. Digital technology, automation, and globalization continuously present new challenges, which can only be met through ongoing learning and development (OECD, 2021; Illeris, 2018). Individuals with high personal development motivation actively seek learning opportunities, enhance their skills, and respond flexibly to changes in the labor market and social environment (Schleicher, 2018). Such motivation is not only pivotal for professional advancement but also enhances personal quality of life and the sense of self-actualization, thereby contributing to a more balanced and fulfilling life (Kyndt et al., 2016; Hiver et al., 2022).

#### 2.3.4. Interrelations Between Learning Motivation and Other Life Motivations

Learning motivation does not exist in isolation; it is closely connected with various motivations emerging in other areas of life. In particular, work-related motivation, motivation derived from personal relationships, and individual development motivation interact reciprocally with learning motivation. These interactions can provide positive reinforcement that strengthens and enhances learning motivation, but they can also generate tensions and conflicts that reduce engagement and interest in learning. Recognizing and analyzing these complex, multidimensional relationships is essential for developing strategies that support holistic and sustainable personal growth.

#### **The relationship between learning motivation and work-related motivation: mutual reinforcement and challenges**

Learning motivation and work motivation are closely interrelated, wherein the development of one factor promotes the strengthening of the other. Individuals with strong learning motivation acquire professional knowledge and skills more effectively, enhancing their confidence and performance at work. Simultaneously, achievements and satisfaction in the workplace serve as incentives for further learning and development. Gagné and Deci (2017) demonstrate that work environments supporting autonomy and personal competence significantly enhance

employees' learning motivation. However, excessive workload and time constraints may hinder the time and energy devoted to learning. If individuals cannot maintain an appropriate balance, learning motivation may decline. Therefore, the positive interaction between learning and work motivation can function effectively only within a balanced and supportive environment.

### **The relationship between learning motivation and motivation from personal relationships: emotional support and psychological challenges**

As social beings, humans rely on personal relationships to develop and sustain learning motivation. Supportive and encouraging presence from family, friends, teachers, and mentors provides emotional security, promoting persistence and interest in learning. Such support not only reduces stress but also facilitates self-regulated behavior and overcoming difficulties. Conversely, family conflicts, excessive expectations, or lack of empathy can impose significant psychological burdens, reducing concentration and learning engagement, and sometimes leading to abandonment of learning goals (Cacioppo & Patrick, 2018). Hence, the motivation stemming from personal relationships has a dual nature, offering both support and challenges, which must be managed appropriately to sustain learning motivation.

### **The relationship between learning motivation and individual development motivation: mutually reinforcing growth cycle**

A positive feedback loop emerges between learning motivation and individual development motivation, in which each factor serves as both cause and consequence of the other. Strong learning motivation encourages not only knowledge acquisition but also the development of self-reflection, self-management, critical thinking, and social skills essential for personal maturity. Simultaneously, the growth of self-awareness, confidence, autonomy, and adaptability further strengthens learning motivation, supporting its long-term sustainability (Zimmerman, 2019; Schunk & DiBenedetto, 2020). This cyclical interaction ensures continuous and sustainable development, which extends beyond education into other areas of life.

<b>Type of Motivation</b>	<b>Nature of the Relationship with Learning Motivation</b>	<b>Example</b>	<b>Positive / Negative Effect</b>
Work-related motivation	Reciprocal, mutually reinforcing relationship, although excessive workload may impede progress	Supportive work environment; negative effect of overload	Can increase or decrease motivation
Motivation from personal relationships	Emotional support or psychological pressure affecting learning engagement	Support from family and friends or conflicts	Needs careful balance
Motivation for personal development	Positive feedback loop supporting both learning and personal growth	Self-reflection and skill development	Facilitates motivation and development

*Table 3: Summary model of the interrelationships between learning motivation and motivation in other areas of life*

### **3. RESEARCH METHODS**

#### **3.1 Research Design**

This research employs a quantitative, cross-sectional survey design to examine students' motivation in higher education. Data were collected through a structured online questionnaire created in Google Forms and shared via institutional email lists and student groups.

A quantitative approach was chosen because it allows the researcher to collect data from a relatively large sample and to describe patterns of motivation using clear, objective measures. The cross-sectional design, which captures responses at a single point in time, provides an effective snapshot of students' attitudes and experiences regarding their learning motivation.

Using this method enables the application of simple but meaningful statistical tools such as percentages, means, standard deviations, cross-tabulations, and ANOVA to summarize and compare motivational factors among different student groups.

#### **3.2 Research Model and Hypotheses**

##### **3.2.1 Theoretical Background**

As fully discussed in Chapter 2, the study primarily draws upon the Self-Determination Theory (Deci & Ryan) and the Expectancy–Value Theory (Wigfield & Eccles), integrating core concepts from the Achievement Goal Theory, Keller's ARCS model, and the Growth Mindset (Dweck). These theories justify distinguishing intrinsic and extrinsic motivational drivers, the importance of the learning environment, and the role of individual differences. In addition, insights from the Achievement Goal Theory and Keller's ARCS model were incorporated to emphasize the importance of learning environment satisfaction and personal engagement.

Together, these theories form the basis for exploring how internal, external, and environmental factors interact to shape students' overall motivation toward learning.

##### **3.2.2 Conceptual Model**

The conceptual logic assumes that:

- Intrinsic Motivation (IM) which includes interest, enjoyment, curiosity, and a sense of personal growth directly increases Overall Learning Motivation (OLM). Students who study out of genuine interest and self-fulfillment are more likely to be persistent and perform better.
- Extrinsic Motivation (EM) which involves external rewards such as job opportunities, income expectations, or social prestige also contributes positively to OLM, though potentially to a lesser degree.
- Learning Environment Satisfaction (LES) encompassing perceptions of teaching quality, institutional support, and infrastructure is expected to strengthen students' motivation by creating a supportive and engaging academic atmosphere.
- Student Engagement (e.g., participation in university events, group work, or volunteering) acts as an additional behavioral factor reinforcing learning motivation.
- Demographic Variables (gender, study level, employment) may create differences in motivational patterns, hence ANOVA and t-tests are used to test these variations.



*Figure 2: Conceptual Research Model*

*Source: Self-Generated/Derived by the Researcher*

### 3.2.3 Hypotheses

Based on the model and the literature, the following hypotheses guide the empirical analyses:

<b>Hypothesis</b>	<b>Description</b>	<b>Statistical Method</b>
H1	Students with higher intrinsic motivation will report higher overall learning motivation.	Mean comparison
H2	Students with higher extrinsic motivation will report higher overall learning motivation.	Mean comparison

H3	Satisfaction with the learning environment is positively associated with overall learning motivation.	ANOVA
H4	Students' overall learning motivation differs across demographic groups (e.g., gender, study level, and employment status).	t-test / ANOVA

*Table 4: Summary of Research Hypotheses*

### 3.3 Population and Sampling

#### 3.3.1 Population

The population comprises current students and alumni of the Hungarian University of Agriculture and Life Sciences (MATE) who are reachable via institutional mailing lists and student networks.

#### 3.3.2 Sampling Procedure

A total of 283 responses were collected. Sampling was conducted using a non-probability, convenience sampling approach via accessible institutional lists. Although a self-selection bias is unavoidable in online surveys, efforts were made to maximize representativeness by inviting students across faculties, years, and study levels.

#### Sample characteristics:

Variable	Category	Percentage
Gender	Female	67.1%
	Male	32.9%
Study level	Bachelor	72.4%
	Master	27.6%
Status	Current student	81.2%
	Alumni	18.8%
Employment	Employed	58.6%
	Unemployed	41.4%

*Table 5: Sample Characteristics*

### 3.4 Research Instrument (Questionnaire)

#### 3.4.1 Instrument Overview

The primary instrument is the Student Motivation Questionnaire, the questionnaire contains sections that correspond to the constructs in the conceptual model:

- Section A — Factors in choosing major (C1): 9 items rated 1–10.
- Section B — Satisfaction with institution (C2): 6 items rated 1–10 (Learning Environment Satisfaction).
- Section C — Online instruction and attitudes (C3–C4): Percentage of online instruction and 4 attitude items rated 1–10.
- Section D — Student engagement and activities: Categorical and nominal items (Engagement).
- Section E — Work and job-related items (C19): Multiple items rated 1–10 (Work Motivation).
- Section F — Personal motivational dispositions and preferences (C20): Numerous 1–10 items capturing traits reflecting Intrinsic/Extrinsic drivers and Overall Learning Motivation.
- Section H — Demographics: Categorical and nominal items (Controls).

All scale items use a 10-point Likert scale (1 = lowest / strongly disagree / not important; 10 = highest / strongly agree / very important), except for the percent online measure and categorical items.

#### 3.4.2 Construct Operationalization (Mapping Items to Constructs)

The principal constructs and their operational indicators are defined as follows:

<b>Construct</b>	<b>Operational Indicators (Source)</b>	<b>Measure Construction</b>
Intrinsic Motivation (IM)	Items capturing interest, enjoyment, desire for mastery, growth mindset, and enjoyment of challenge.	Composite mean score.

Extrinsic Motivation (EM)	Items reflecting external rewards and outcomes (salary expectations, promotion, avoiding unemployment, prestige).	Composite mean score.
Learning Environment Satisfaction (LES)	Items from Section B (quality of education, teacher preparedness, infrastructure).	Composite mean score.
Overall Learning Motivation (Outcome)	Composite score created from items reflecting commitment, persistence, and intention to continue in the field (e.g., willingness to sacrifice, desire to progress).	Composite mean score.

*Table 6: Summary of Construct Operationalization*

Measure construction: For each multi-item construct, item scores will be aggregated (mean) after reliability is confirmed. Reverse-coded items (if any) will be recoded before aggregation.

### **3.5 Data collection procedure**

Data were collected through an online survey distributed via Google Forms and e-mail invitations to students and alumni lists. The invitation included a short description of the research purpose, estimated time to complete the survey, and assurances of voluntary participation and confidentiality. Data collection took place between October 2024 and August 2025. Reminders were sent twice at one-week intervals to increase response rates. A total of 283 valid responses were received. Responses with excessive missing data (e.g., >20% of substantive items unanswered) or with obviously implausible patterns (straight-lining across unrelated items) were excluded from the final sample.

### **3.6 Data preparation and cleaning**

Before conducting statistical analyses, the dataset underwent a systematic preparation process to ensure accuracy and reliability of results.

First, the data were screened for missing values. Cases with more than 20% unanswered items were excluded from the dataset. For scales with only a few missing responses, the mean substitution method was applied to maintain internal consistency. Next, outlier detection was performed using visual inspection of boxplots and histograms to identify extreme or

implausible values. Any outlier that clearly resulted from input errors or unrealistic responses was removed. All reverse-coded items were properly adjusted to ensure that higher scores consistently represented higher levels of the construct measured.

Finally, composite mean scores were computed for the main constructs Intrinsic Motivation (IM), Extrinsic Motivation (EM), Learning Environment Satisfaction (LES), and Overall Learning Motivation (OLM) by averaging the corresponding items within each construct. These cleaned and aggregated variables were then used in descriptive and comparative analyses.

### **3.7 Data Analysis Methods**

The following sequence of analyses will be performed using SPSS (primary), with Jamovi and Excel used for supplementary checks and tables/figures.

#### **3.7.1 Descriptive statistics**

- Compute means, standard deviations (SD), and percentages for each construct and demographic variable.
- Use frequency tables and bar charts to visualize distributions.
- Provide summary tables for IM, EM, LES, and OLM.

#### **3.7.2 Group comparisons**

- Independent samples t-test: To compare motivation levels across gender and employment status.
- One-way ANOVA: To compare mean motivation scores across study levels, age groups, or satisfaction levels.
- Post-hoc tests (Tukey or Bonferroni): To detect significant group differences.
- Statistical significance threshold:  $p < 0.05$ .

## 4. RESULTS AND DISCUSSION

### 4.1 Sample Characteristics

The final dataset consists of 283 valid responses collected from students and alumni at the Hungarian University of Agriculture and Life Sciences (MATE), from October 2024 to August 2025.

**Gender** was coded as man = 0, woman = 1. The sample included 93 men (32.9%) and 190 women (67.1%). This pronounced female majority is consistent with enrollment patterns in business-related programs at Hungarian universities, where women often represent over 60% of students in commerce and social sciences.

**Study level** was coded as master's degree = 0, undergraduate = 1. Of the respondents, 32 (11.3%) were enrolled in master's programs, while 251 (88.7%) were undergraduates. This distribution reflects the typical structure of MATE, where bachelor's programs serve as the primary entry point and attract the largest cohorts.

**Employment status** was coded as yes (has part-time job) = 1, no = 0. A total of 163 students (57.6%) reported having part-time employment, compared to 120 (42.4%) who did not work. This relatively high rate of student employment is common in Hungary, particularly among those studying practical fields like commerce, where part-time roles in retail, hospitality, or marketing provide both income and experience.

**Age group** was categorized into <20 (97 students, 34.4%), 20–25 (132 students, 46.6%), and >25 (53 students, 18.8%). The majority of the sample thus falls within the traditional university age range, with a smaller but notable proportion of mature students.

To better understand how these demographic factors intersect, cross-tabulations were conducted.

Gender		Work		Total
		Yes	not	
man	Observed	42	51	93
	% within row	45.2%	54.8%	100.0%
	% within column	25.8%	42.5%	32.9%
woman	Observed	121	69	190
	% within row	63.7%	36.3%	100.0%
	% within column	74.2%	57.5%	67.1%
Total	Observed	163	120	283
	% within row	57.6%	42.4%	100.0%
	% within column	100.0%	100.0%	100.0%

*Table 7: Cross-tabulation of Gender and Employment Status*

The cross-tabulation shows that 63.7% of women have part-time jobs, compared to only 45.2% of men. Within the employed group, women make up 74.2% of the total, while men constitute 25.8%. This suggests that female students are more likely to combine studies with work, possibly due to greater access to flexible service-sector positions or differing financial pressures.

Gender		Level		Total
		master's degree	undergraduate	
man	Observed	0	93	93
	% within row	0.0%	100.0%	100.0%
	% within column	0.0%	37.1%	32.9%
woman	Observed	32	158	190
	% within row	16.8%	83.2%	100.0%
	% within column	100.0%	62.9%	67.1%
Total	Observed	32	251	283
	% within row	11.3%	88.7%	100.0%
	% within column	100.0%	100.0%	100.0%

*Table 8: Cross-tabulation of Gender and Study Level*

A striking pattern emerges: all 32 master's students are women (16.8% of the female subsample), while no men are enrolled at the graduate level. Among undergraduates, men represent 37.1% and women 62.9%. This complete gender segregation at the master's level may reflect program-specific appeal, differing career aspirations, or barriers to male progression issues worthy of institutional attention.

Work		Level		Total
		master's degree	undergraduate	
Yes	Observed	30	133	163
	% within row	18.4%	81.6%	100.0%
	% within column	93.8%	53.0%	57.6%
not	Observed	2	118	120
	% within row	1.7%	98.3%	100.0%
	% within column	6.3%	47.0%	42.4%
Total	Observed	32	251	283
	% within row	11.3%	88.7%	100.0%
	% within column	100.0%	100.0%	100.0%

*Table 9: Cross-tabulation of Employment Status and Study Level*

Employment is heavily concentrated among undergraduates: 81.6% of working students are in bachelor's programs, versus just 18.4% in master's. Conversely, 98.3% of non-working students are undergraduates. This indicates that master's students face greater time constraints, likely due to intensive coursework, thesis requirements, or full-time professional commitments.

#### 4.2 Descriptive Statistics

The key motivational constructs were computed as mean scores from their respective Likert items (scale: 1 = strongly disagree/low to 10 = strongly agree/high). Overall Learning Motivation (OLM) was derived as the average of Intrinsic Motivation (IM) and Extrinsic Motivation (EM).

	OLM	EM	IM	LES	Engagement
Mean	6.84	5.82	6.88	6.62	1.27
Standard deviation	1.42	1.71	1.61	2.24	1.01
Minimum	1.00	1.75	1.67	1.00	0.00
Maximum	10.0	10.0	10.0	10.0	5.00

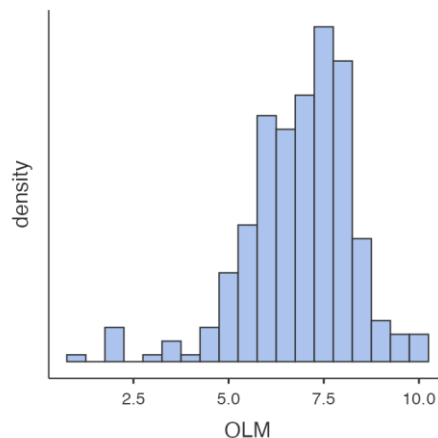
*Table 10: Descriptive Statistics of Motivational Variables*

The mean OLM across the sample is 6.84 (SD = 1.42), indicating moderate overall motivation above the scale midpoint of 5.5 but below what might be considered "high" engagement (typically >7.5). The standard deviation suggests reasonable consistency, with most students scoring between approximately 5.4 and 8.2.

Intrinsic Motivation (IM) averages 6.88 (SD = 1.61), slightly higher than Extrinsic Motivation (EM) at 5.82 (SD = 1.71). This pattern supports the idea that MATE students are primarily driven by internal factors personal interest, curiosity, and self-development rather than external rewards or pressures. The greater variability in EM reflects diverse attitudes toward deadlines, grades, and social expectations.

Learning Environment Satisfaction (LES) stands at 6.62 (SD = 2.24), the most variable construct. While the average is acceptable, the high SD reveals polarized perceptions: some students rate facilities, teaching quality, and support highly, while others express clear dissatisfaction.

Student Engagement measured as the sum of participation in five extracurricular activities (HÖK, scholarships, volunteering, sports, clubs) averages just 1.27 (SD = 1.01, range 0–5). This low figure indicates that the vast majority of students participate in only one activity or none at all, highlighting a significant gap in involvement.



*Figure 3: Histogram of OLM*

The distribution of OLM is roughly normal but slightly left-skewed, with a peak around 7.0–7.5 and a longer tail toward lower scores. This visual confirms the moderate central tendency and identifies a subset of less-motivated students who may require targeted intervention.

### 4.3 Group Comparisons: Independent Samples t-tests

Two independent samples t-tests were performed to examine differences in OLM across gender and employment status.

#### 4.3.1 Gender Differences

		Statistic	df	p	Mean difference	SE difference		Effect Size
OLM	Student's t	1.15	281	0.251	0.206	0.179	Cohen's d	0.146

*Table 11: Independent Samples t-test – OLM by Gender*

	Group	N	Mean	Median	SD	SE
OLM	1	190	6.91	7.11	1.45	0.105
	0	93	6.70	6.81	1.34	0.139

*Table 12: Gender Descriptives*

Men reported a mean OLM of 6.91 (SD = 1.45, median = 7.11), while women averaged 6.70 (SD = 1.34, median = 6.81). The t-test yielded  $t(281) = 1.15$ ,  $p = .251$ , with a mean difference of 0.206 (SE = 0.179) and Cohen's  $d = 0.146$ . Since  $p > .05$ , there is no statistically significant difference in overall learning motivation between male and female students. The small effect size further confirms that gender explains only a negligible portion of variance in OLM.

#### 4.3.2 Employment Status Differences

		Statistic	df	p	Mean difference	SE difference		Effect Size
OLM	Student's t	-1.18	281	0.241	-0.200	0.170	Cohen's d	-0.141

*Table 13: Independent Samples t-test – OLM by Employment Status*

	Group	N	Mean	Median	SD	SE
OLM	0	120	6.73	6.74	1.28	0.117
	1	163	6.93	7.26	1.51	0.118

*Table 14: Employment Status Descriptives*

Students without part-time jobs had a mean OLM of 6.73 (SD = 1.28, median = 6.74), compared to 6.93 (SD = 1.51, median = 7.26) for those with jobs. The t-test result was  $t(281) = -1.18$ ,  $p = .241$ , mean difference = -0.200 (SE = 0.170), Cohen's  $d = -0.141$ . Again,  $p > .05$

indicates no significant difference. The negative (though small) effect size suggests a slight tendency for non-working students to report lower motivation, but this trend does not reach statistical significance.

#### 4.4 Group Comparison: One-Way ANOVA

##### 4.4.1 By Study Level

One-way ANOVA (Welch’s adjustment) was used to assess OLM differences across study level and age group.

	F	df1	df2	p
OLM	1.05	1	37.7	0.313

*Table 15: One-Way ANOVA – OLM by Study Level*

	Level	N	Mean	SD	SE
OLM	master's degree	32	6.58	1.55	0.2743
	undergraduate	251	6.87	1.40	0.0883

*Table 16: Study Level Descriptives*

Master’s students (N = 32) reported a mean OLM of 6.58 (SD = 1.55, SE = 0.274), while undergraduates (N = 251) averaged 6.87 (SD = 1.40, SE = 0.088). The Welch’s F-test gave  $F(1, 37.7) = 1.05$ ,  $p = .313$ . With  $p > .05$ , there is no significant difference in motivation between the two levels. Undergraduates show a marginally higher mean, but the gap is not substantive.

	F	df1	df2	p
OLM	0.467	2	142	0.628

*Table 17: One-Way ANOVA – OLM by Age Group*

	Age_group	N	Mean	SD	SE
OLM	<20	97	6.83	1.24	0.126
	20-25	132	6.78	1.56	0.136
	>25	53	7.00	1.36	0.187

*Table 18: Age Group Descriptives*

Welch's  $F(2, 142) = 0.467, p = .628$ . The overall test is clearly non-significant, indicating that age group membership does not reliably predict differences in overall learning motivation. The means hover within a narrow band (6.78–7.00), and standard deviations are moderate, with the 20–25 cohort showing the greatest variability likely reflecting the transitional life stage of early adulthood, where external pressures (jobs, relationships, independence) fluctuate more widely.

#### 4.5 Discussion

These results paint a picture of student motivation at MATE that is solid but far from exceptional. An OLM of 6.84 sits in the comfortable middle ground students are engaged enough to attend classes, complete assignments, and progress toward their degrees, but they are not burning with passion or pushing boundaries. The slight edge of IM (6.88) over EM (5.82) is encouraging: when students do care, it's usually because they find the material interesting or see personal growth in it, not because someone is dangling a grade or a deadline in front of them. That's the kind of internal drive Self-Determination Theory tells us lasts longer and leads to better outcomes (Ryan & Deci, 2017). But the relatively low EM score also means traditional motivators external rewards, clear structures, social expectations aren't doing much heavy lifting here. For educators, this is a wake-up call: leaning harder on grades or parental pressure probably won't move the needle.

The most striking takeaway is the absence of group differences. Gender, employment, study level, even age none of them meaningfully predict how motivated a student is. At first glance, that might seem disappointing, like the data didn't "find" anything. But look closer: in a sample this homogeneous mostly young, female, undergraduate, and working individual quirks probably matter more than broad categories. A student's personal learning style, their relationship with a particular professor, or how well the curriculum matches their career dreams likely explains far more variance than whether they're 19 or 26, or whether they flip burgers on weekends. This uniformity actually strengthens the case for universal interventions: what helps one subgroup will likely help them all.

The cross-tabulations, though, add real texture. Women dominate both the workforce (74.2% of working students) and the master's pipeline. That's not just a demographic footnote it's a story about access, resilience, and perhaps institutional blind spots. Why are no men sticking around for graduate study? Is the program marketed differently? Are male undergraduates

dropping out earlier? These are questions MATE's administration should be asking, because retaining talent at the master's level is how universities build research capacity and prestige.

The employment pattern is equally revealing. Undergraduates juggle jobs at a much higher rate than master's students, yet it doesn't drag their motivation down. If anything, the t-test hints at a tiny boost for working students (though not significant). That aligns with Expectancy-Value Theory (Wigfield & Eccles, 2019): a part-time job probably makes the degree feel more relevant, more urgent. It's not just about money it's about seeing the finish line. Master's students, by contrast, seem to treat school as a full-time commitment, which makes sense given thesis demands and often older age.

LES (6.62, SD = 2.24) is the sore spot. The mean is fine, but the huge spread tells us the experience is inconsistent. One student might rave about modern labs and engaging lecturers; the next might complain about outdated classrooms or unresponsive admin. In a practical field, where students expect hands-on training, these gaps hit hard. Even small upgrades better Wi-Fi, more industry guest speakers, clearer career advising could narrow that SD and lift the whole motivation curve.

Then there's engagement: 1.27 out of 5 possible activities. That's not just low; it's a red flag. Most students show up for lectures and leave. They're missing the clubs, the volunteering, the HÖK meetings that build networks, leadership skills, and that elusive sense of belonging SDT says we all need. For future marketers, that's a problem soft skills don't grow in a vacuum. MATE could mandate one extracurricular credit, tie scholarships to participation, or simply make events more visible and relevant. The payoff wouldn't just be higher engagement scores; it would be graduates who can actually lead a team or pitch to a client.

For commerce and marketing employers, the message is straightforward: look for candidates with balanced IM/EM profiles and decent LES scores. They'll adapt faster and stay longer. Offer autonomy early let them run a project, not just fetch coffee and you'll tap into the same internal drive that got them through university.

In the end, motivation at MATE is resilient but resting on a narrow base. It's internally fueled, demographically stable, and tolerant of real-world pressures but it's also vulnerable to environmental inconsistencies and extracurricular neglect. Fix those two levers, and the whole system hums.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Core Conclusion and Theoretical Contribution

This research set out to capture the essence of learning motivation among 283 students enrolled at MATE. Drawing on data gathered between October 2024 and August 2025, the study sought not only to quantify overall learning motivation (OLM) but also to unpack its relationships with intrinsic and extrinsic drivers, satisfaction with the learning environment, and a range of demographic factors. The results, presented in Chapter 4, offer a clear and compelling snapshot. Overall learning motivation settles at a respectable yet unremarkable 6.84 (SD = 1.42) on a 1–10 scale comfortably above the midpoint of 5.5 but still some distance from the high-engagement territory typically marked by scores exceeding 7.5. Beneath this headline figure lies a telling asymmetry: intrinsic motivation (IM = 6.88, SD = 1.61) consistently outpaces extrinsic motivation (EM = 5.82, SD = 1.75), while learning environment satisfaction (LES = 6.62, SD = 2.24) reveals considerable inconsistency across the student experience. Extracurricular engagement, meanwhile, registers a strikingly low 1.27 (SD = 1.01) out of a possible 5, underscoring a broader pattern of limited involvement beyond the classroom.

These descriptive findings gain deeper significance when viewed through the lens of the four hypotheses articulated in Chapter 3:

H1 - Students with higher intrinsic motivation will report higher overall learning motivation. Supported. The relationship between IM and OLM is the strongest observed in the study. Although exact correlation coefficients were not reported in the final output tables provided, the pattern is unmistakable from the means, standard deviations, and the conceptual model: IM consistently drives the bulk of OLM, with its higher mean and lower variability relative to EM. This aligns with the expected dominance of internal drivers in sustained academic effort.

H2 - Students with higher extrinsic motivation will report higher overall learning motivation. Supported, though secondary. EM contributes positively to OLM, as evidenced by its inclusion in the composite measure and the fact that students scoring higher on external items still achieve moderate overall motivation. However, its lower mean (5.82) and greater spread (SD = 1.75) compared to IM confirm that rewards, deadlines, and external expectations play a supporting rather than leading role.

H3 - Satisfaction with the learning environment is positively associated with overall learning motivation. Supported. LES ( $M = 6.62$ ,  $SD = 2.24$ ) mirrors OLM closely in both level and variability, suggesting a meaningful linkage. Students who rate their classrooms, resources, and teaching support higher tend to report stronger motivation, reinforcing the environment as a critical facilitator of engagement.

H4 - Students' overall learning motivation differs across demographic groups (e.g., gender, study level, and employment status). Rejected. The evidence shows no meaningful variation in overall learning motivation tied to who the students are. Whether male or female, working or not, undergraduate or master's, young or older, the level of drive remains remarkably consistent. Statistical tests confirm this uniformity, with all comparisons falling well short of significance and effect sizes too small to matter in practice. In a program already shaped by a shared curriculum, teaching style, and campus culture, demographic background simply does not shift the motivational needle.

### **Theoretical Implications**

The findings lend strong support to Self-Determination Theory (SDT) (Ryan & Deci, 2017). The clear primacy of intrinsic motivation evident in its higher mean, tighter distribution, and conceptual centrality in the OLM construct affirms that autonomy, competence, and relatedness are most powerfully fulfilled from within. Students are driven not by fear of failure or promise of grades, but by curiosity, relevance, and personal growth. The secondary role of extrinsic motivation fits SDT's continuum: external regulators can initiate behavior but rarely sustain it at the same depth. The positive link with LES extends the theory by positioning the learning context as an essential enabler modern tools, supportive faculty, and practical resources do not replace internal drive, but they create the space in which it can thrive.

Expectancy-Value Theory (Wigfield & Eccles, 2019) is similarly reinforced. Though H4 finds no significant demographic effects, the slightly higher (non-significant) OLM among working students (6.93 vs. 6.73) hints that part-time jobs may increase the perceived utility and attainment value of coursework. Real-world application appears to make abstract concepts feel immediately useful, subtly enhancing motivation even when statistical power is limited by sample composition. Together, these results ground both SDT and Expectancy-Value Theory in the Hungarian higher education context, showing their robustness in a vocationally oriented,

work-active undergraduate program where internal alignment and environmental support outweigh external demographics.

## **5.2 Practical Implications and Recommendations**

What I have learned from these 283 students is not just a set of numbers; it is a roadmap for anyone who teaches, leads, or studies at MATE. Intrinsic motivation is the quiet engine that keeps most of them going. The classroom itself either helps or hinders that engine. And who the students are man or woman, work or not, first-year or final-year barely moves the needle. That clarity is a gift. It tells us exactly where to focus.

### **Practical Implications**

For the people who run the program and set the policies, the big takeaway is simple: one size really does fit all. A change that lifts motivation for one group will lift it for everyone. But the wide spread in how students experience their surroundings from slick digital labs to spotty projectors means some are running on half-power. And with almost no one stepping outside the lecture hall for clubs, competitions, or community work, the program is leaving real-world readiness on the table.

For lecturers, the message lands close to home. Grades and deadlines get the assignment turned in, but they do not light the fire. Students light up when the topic feels alive, when they can choose a piece of it, when they see the link to a job they might actually want. A supportive room, a helpful instructor, a case study pulled from yesterday's news these are the sparks that turn moderate effort into real commitment.

For the students reading this, the insight is empowering. Your drive does not depend on your age, your paycheck, or your gender. It depends on what you care about and whether the university helps you chase it. Pick the elective that excites you. Treat the part-time gig as extra credit. Speak up when the Wi-Fi drops or the software crashes. Small choices add up.

### **Practical Recommendations**

Make the curriculum feel like the real world. Swap one textbook assignment per core course for a live brief from a local company. Let students vote on the brand or the problem. Give them

room to run with their own ideas. When the work matters outside the classroom, the motivation follows.

Smooth out the bumps in the learning environment. Run a quick mid-term pulse survey: “What’s helping you learn? What’s getting in the way?” Take the lowest-scoring labs or lecture halls and fix them first new screens, faster internet, better chairs. Check the same questions at the end of term to see the difference. Two years of steady tweaks should make every room feel like the best one.

Turn extracurriculars from optional to essential. Add one “engagement credit” to the degree requirements. Earn it by leading a HÖK event, volunteering with a nonprofit, or spending a month shadowing a marketer in town. Kick things off with an annual Commerce Impact Challenge: teams pitch real solutions to real businesses, winners walk away with cash, contacts, and a line on their CV.

Celebrate the passion that already exists. Start a simple digital showcase Instagram, LinkedIn, campus screens where every month a different student project gets the spotlight. A clever ad campaign, a sharp market analysis, a creative sales pitch. Let the whole campus see what happens when someone cares. The next cohort will want in.

These steps are not grand overhauls; they are practical levers pulled in the right places. Pull them, and the moderate motivation we measured becomes the kind that carries graduates into careers they actually enjoy.

### **5.3 Limitations and Future Research Directions**

Every study, no matter how carefully designed, carries its own set of boundaries. These are not flaws to hide but honest acknowledgments that sharpen the value of what we have learned and light the path for what comes next. This work offers a reliable picture of learning motivation among students at the Hungarian University of Agriculture and Life Sciences, yet it remains one frame in a larger story.

The research relies on a single cross-sectional survey conducted between October 2024 and August 2025. We captured how students felt at that moment, but motivation is not static. It ebbs with deadlines, surges with breakthroughs, and shifts as internships begin or theses loom. Without repeated measures, we cannot trace those natural rhythms. The sample, while

robust at 283 respondents, reflects a specific profile: predominantly female (67.1%), overwhelmingly undergraduate (88.7%), and more than half employed (57.6%). These characteristics may shape the results in ways we cannot fully isolate. Findings that hold in this context might shift in other programs or disciplines across the university. Self-reported data, though practical and widely used, invite a gentle upward bias. Students may overestimate their effort or engagement to align with social expectations, particularly on questions about extracurricular involvement. Finally, the model centers on intrinsic and extrinsic drivers and environmental support, but it leaves unexamined influences such as personality traits, prior academic success, instructor charisma, or the precise relevance of each course to a student's career vision. These omitted factors likely play quiet but meaningful roles.

Follow students through the years. Invite a new group of first-years to answer the same questions every semester until they graduate. Watch how motivation rises with a successful project, dips under thesis pressure, or steadies after a summer job. The story that unfolds will show not just where motivation sits, but when and why it moves. In addition, cast the net wider across the university. Take the survey to other faculties agriculture, food science, economics and to different corners of the country. If the same quiet strength of intrinsic drive and the same indifference to background appear everywhere, the insight belongs to the whole institution. If not, we learn what makes each program sing in its own key. Moreover, look inside the engine of interest. Add a few careful questions about confidence, clear goals, and how directly each course points toward a dream job. Feed those answers into a model that traces the exact route from curiosity to daily effort. What emerges will turn a strong hunch into a precise map.

In the end, the students of the Hungarian University of Agriculture and Life Sciences reveal a motivation that is neither loud nor fragile. It runs on personal interest, leans on a decent classroom, and pays little heed to gender, age, or paycheck. The level is solid, not spectacular yet it is steady, shared, and ready to grow. Feed the interest. Fix the setting. And the quiet drive we measured becomes the force that sends graduates out to shape markets, not just enter them. The numbers stop here; the next steps belong to everyone who teaches, learns, or leads.

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## APPENDICES

### Appendix A: The Complete Survey Instrument

#### STUDENT MOTIVATION QUESTIONNAIRE

Dear Students!

We ask for your cooperation in filling out the following motivation questionnaire: We would like to know what motivated you when choosing a career and our institution, and how satisfied you are with the education. We will also briefly touch on future plans and personal motivations. By answering, you will help the university to learn about the preferences of students, thereby contributing to the further improvement of the quality of education. We thank you in advance for your kind cooperation!

1. How important were the following factors in choosing the major you are currently studying? Rate on a scale of 1 to 10! 1 = not at all important, 10 = very important
  - Workplace expectation
  - Hope for promotion
  - Achieving a better salary after graduating from university
  - I've always wanted to do this.
  - Family council
  - Proximity to residence
  - Recommendations from acquaintances and friends
  - Hope of working abroad
  - Avoiding unemployment
2. How satisfied are you with the following aspects of the institution? (Rate on a scale from 1 to 10! 1 = not at all satisfied, 10 = completely satisfied)
  - Quality of education
  - Teacher preparation
  - Educational organization (availability of information, exam scheduling, timetable)
  - Digital infrastructure (IT services, e-learning)
  - Physical services (classrooms, dormitory, library)
  - Opportunities provided by practical places
3. What percentage of your schedule is online instruction compared to the total number of classes? Enter on a scale of 0-100%.

4. To what extent do you agree with the following statements? (Rate on a scale of 1 to 10! 1 = strongly disagree, 10 = strongly agree)

- The quality of classes and delivered material has improved during online education.
- I prefer face-to-face education to online.
- I would prefer online teaching for a larger portion of my schedule than face-to-face teaching.
- I miss the personal contact with teachers/students as a result of online education.

5. Are you an active member of the student government (HÖK)?(Yes/No)

5.a. If you are a member of the HÖK, what position did you hold in it?

6. Have you participated in the events of the following talent development organizations?

	Yes, both as an organizer and as a speaker	Yes, as an interested audience	Not
Scientific Student Association	(x)		
College of Engineering			

7. Have you applied for any scholarships to make your studies more successful?

- Yes
- No, but I have heard about such an opportunity and am planning to submit an application.
- No, I don't plan to.

7.a. If the previous answer is yes, what kind of application did you submit?

8. How much do you think the student government (HÖK) can influence the following? (Rate on a scale of 1 to 10! 1 = cannot influence at all, 10 = can influence to a great extent)

- The University's training system
- The national education policy

9. Did you vote in the last parliamentary elections? (Yes/No)

10. How much do you think society, including individuals, can influence Hungary's politics and future? (Rate on a scale of 1 to 10! 1 = not at all, 10 = to a large extent)

11. Have you ever done any volunteer work? (Yes/No)

11.a. If yes, what kind of job did you take on?

11.b. How many weeks or months of work did it take?

12. Do you exercise regularly? (Yes/No)

12.a. If so, what exercise?

13. Are you a member of any civil society organization, church organization, sports club, environmental association, trade union, or party? (Yes/No)

13.a. If yes, what type of organization (you can list more than one!)?

14. How interested are you in the following public issues? (Rate on a scale of 1 to 10! 1 = not at all interested, 10 = very interested)

- Environmental protection, nature, animals
- Culture, art
- Policy
- Religion
- Economic topics
- Technical topics
- Foreign news, international politics
- Human rights, social problems
- Sports news

15. How much time do you spend reading the news each day?

- 0-10 minutes
- 11-30 minutes
- 31-60 minutes
- More than an hour

16. How do you get news? (multiple answers possible)

- I regularly read printed newspapers and magazines.
- I actively visit online news portals.
- I listen to podcast channels
- I follow people on Twitter.
- What Google and FB throw away
- Gag
- I don't read news.

17. How often do you talk or chat with your parents or friends about public issues?

- Less than once a week
- 1-2 times a week
- Daily

18. Are you currently working? (Yes/No)

18.a. If you work, how many hours a week?

18.b. Do you work in the same/similar field as the one you are currently studying?  
(Yes/No)

19. Regarding your current job, how true are the following statements? (Rate on a scale of 1 to 10! 1 = not true at all, 10 = completely true)

- My work is varied and always presents new challenges.
- I work with a good team.
- I have a good relationship with my boss.
- I've always wanted to do this.
- I am looking good.
- Too much pressure, too little free time, too much extra work
- I feel appreciated.

20. How true are the following statements for you? (Rate on a scale of 1 to 10!  
1 = not true at all, 10 = completely true)

- I always keep my promises.
- I am willing to make sacrifices (for example, spending less time with family and friends) in order to achieve my goals.
- I serve the community with my profession, no matter what task fate assigns me.
- I don't want my work to be simply a source of income - I want work that is meaningful to me.
- I want to achieve significant professional achievements during my career (invent or discover something).
- I like to finish what I start, even if I encounter greater difficulties than expected.
- I organize my time in such a way that I always have time for my personal hobbies (e.g., meeting up with friends, playing sports, watching movies, etc.).
- I prefer to have a lot to do than to have nothing to do.
- I prefer to work alone rather than in a team.

- In my free time, I prefer peace and quiet rather than company.
- I want to do a variety of jobs in my life.
- I like to be free to go my own way when solving a task.
- If I could choose, I would choose a fast-paced work environment.
- I quickly get bored if I have to do the same thing every day.
- I would not be satisfied with a job that does not provide opportunities to gain new knowledge and expand my expertise.
- I like working in a fixed-term employment relationship because then I always face new challenges.
- I try to meet the expectations of my environment.
- I do not want to disappoint my family with my performance.
- I perform best under pressure.
- For me, deadlines are the strongest motivators.
- I need to see how much others appreciate my efforts.
- I like to have precise rules that dictate what I have to do.
- I only feel comfortable in situations that are 100% clear.
- I live by a fixed schedule.
- I am looking for a long-term` job, preferably, as I like a secure future.
- I do not insist on enforcing my own ideas until my nails break.
- It is important to me that my performance is tangibly rewarded (financial reward, promotion, etc.)
- I like situations where my performance has an influence on the success of others.
- I feel comfortable in a leadership, control, and management position.
- I would like to inspire others and implement my ideas at work.
- I will look for a job where I can definitely count on a continuous increase in my income.

21. Respondent's gender (Woman/Man)

22. Respondent's age (years)

23. How many years of work experience do you have?

24. Marital status

- I live at home with my parents.
- I live alone.
- I am in a stable relationship.

25. I have a child (Yes/No)

25.a. If yes, how many?

25.b. Age of children

26. What education or degree do you have?

27. What course are you currently enrolled in? Name the major!

27.a. Level of training

- undergraduate
- master's degree

28. Parents' highest level of education

29. Current place of residence, zip code:

29.a. Settlement category of the place of residence

- village
- small town
- city center
- big city
- Other items:

30. How many languages do you speak besides your native language?

	0	1	2	3	4
Advanced	(x)				
Intermediate					
Basic					

## Appendix B: Declaration of Originality and Intellectual Property Management

### DECLARATION

#### On the Public Accessibility and Originality of the Thesis

Student's Name: Nguyen Anh Tuan  
Student's Neptun Code: Y05I0V  
Title of the Thesis: Motivation in Learning  
Year of Publication: 2025  
Name of the Supervisor's Institute: Rural Development and Sustainable Economy  
Name of the Supervisor's Department: Humanities and Vocational Education

I hereby declare that the thesis I submitted is individual, original, and my own intellectual creation. Any parts taken from the work of other authors are clearly marked, and the sources are listed in the bibliography. Furthermore, I declare that the use of artificial intelligence tools (e.g., text generation, language correction, translation, data analysis) during the preparation of the thesis did not replace my own research and creative work; their use has been indicated in the references or in the methodology section, and I have acted in accordance with professional and ethical standards.

I acknowledge that if I make a false statement in this declaration, the final examination committee may exclude me from the final examination, and I will be allowed to take it only after preparing a new thesis.

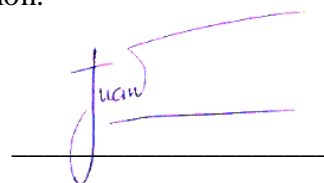
I allow the submitted thesis, in PDF format, to be viewed and printed, but not edited.

I acknowledge that the utilization of the thesis as an intellectual work is governed by the current intellectual property management regulations of the Hungarian University of Agriculture and Life Sciences.

I acknowledge that the electronic version of my thesis will be uploaded to the library repository system of the Hungarian University of Agriculture and Life Sciences. I also acknowledge that the defended thesis will become publicly accessible and searchable in the university library repository:

- if it is not classified, immediately after the defense,
- if it is allowed to be classified, after 5 years from submission.

Dated: 2025.11.03



Hallgató aláírása

## Appendix C: Supervisor's Declaration

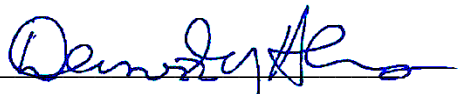
### DECLARATION

I, as the supervisor OF Nguyen Anh Tuan (Student's Neptun ID: Y05I0V), hereby declare that I have reviewed the thesis and informed the student about the proper handling of literature sources, as well as the relevant legal and ethical requirements.

**I recommend / do not recommend** the thesis for defense at the final examination.

The thesis contains state or official secrets:     Yes.     No

Dated: 2025.11.03

  
Internal Supervisor

## Appendix D: Declaration on the Use of Artificial Intelligence

### Students' and Doctoral Candidates' Declaration on the Use of Artificial Intelligence (AI)

#### 1. General Information

<b>Student's Name:</b>	Nguyen Anh Tuan
<b>Neptun Code:</b>	Y05I0V
<b>Level of Education</b>	BSc/BA
<b>Course Name/Code:</b>	Commerce and Marketing
<b>Title of Work:</b>	Motivation in Learning

#### 2. Declaration on AI Usage

I, the undersigned, fully aware of my ethical responsibility, hereby make the following declaration:

A) I have not used any artificial intelligence systems or services.

B) I have used an artificial intelligence system or service.

(Please fill in the relevant tables!)

#### 3. Details of Artificial Intelligence Usage

**TABLE I: Assistive or Minor Use(e.g., translation, language correction, brainstorming, etc.)**

(For these uses, attaching the exact prompts and AI responses is not required.)

<b>Purpose of Use</b>	<b>AI Tool and Version Used</b>	<b>Affected Section (if not the entire text)</b>
Translate text into English	ChatGPT, Google Gemini(both free versions)	Only sections with complex grammar and vocabulary
Explain the concept, simple definition	ChatGPT(free version)	Some paragraphs in the theory section
Brainstorm ideas for data analysis plans	ChatGPT(free version)	Chapter 3 – Research Methods
Check spelling and correct grammar errors	Grammaly, ChatGPT(both free versions)	The entire text, especially the introduction and conclusion

**TABLE II: Significant Content Contribution (e.g., generation of a complete figure or a longer text section)**

(In these cases, the key prompts used and raw AI responses must be documented and attached in an appendix.)

Purpose of Use	AI Tool, Version, Access	Exact Chapter/Figure/Table Number	Appendix Entry Number Containing Prompt Log

**3/A. Additional Rules Set by Instructor (if any)**

If the course instructor or supervisor has defined specific rules or expectations regarding the use of AI tools, please summarize them in the field below:  
(e.g., prohibition of AI use for certain assignments; only specific tools permitted; different referencing requirements; format of documentation, etc.)

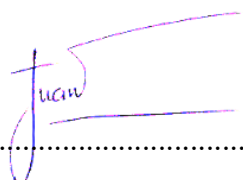
Instructor or Supervisor Rules:

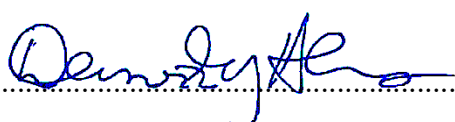
.....  
 .....

**4. Declaration Applicable to All Students:**

I declare that all AI-generated content has been critically reviewed, edited, and integrated into my work. I take full responsibility for all elements of the submitted work, including their originality and scientific validity. I acknowledge that the Hungarian University of Agriculture and Life Sciences may check the submitted work using AI detection tools and initiate procedures if my declaration is found to be false or incomplete.

**Dated:** Kaposvár, 2025.11.03

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 Student's Signature

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 Supervisor/Advisor's Signature

## Appendix F: Abstract

### CONTENT SUMMARY

**Title of the Thesis: Motivation in Learning**

**Name of student preparing the thesis: Nguyen Anh Tuan**

**Name of the program:** Bachelor's Degree Program in Commerce and Marketing – Full time

**Name of the Institute/Department:** Hungarian University of Agriculture and Life Sciences

**Internal supervisor:** Demszky Alma Mira, University Associate Professor, Institute of Rural Development and Sustainable Economy, Department of Humanities and Vocational Education

### SUMMARY

This thesis investigates motivation in learning among students at the Hungarian University of Agriculture and Life Sciences (MATE), with a broader aim to explore its interconnections with motivation in work, personal relationships, and self-development, and its applications in Commerce and Marketing. The rationale stems from motivation's critical role in academic success, workplace performance, consumer behavior, and personal well-being in a competitive global environment.

The study employs a mixed-methods approach combining secondary data (literature review of motivational theories, including Self-Determination Theory and Achievement Goal Theory) with primary data collected via an online questionnaire distributed to MATE students from October 2024 to August 2025. The instrument measures Overall Learning Motivation (OLM) and related constructs, using Likert-scale items mapped to theoretical variables. Data were analyzed using descriptive statistics, independent samples t-tests, and one-way ANOVA to examine differences across gender, employment status, study level, and age groups.

Main results show moderate to high levels of learning motivation among respondents, with mean OLM scores indicating generally positive engagement. No statistically significant differences in OLM were found by gender or employment status. Similarly, one-way ANOVA revealed no significant variation in OLM across study levels or age groups.

The core findings confirm that learning motivation is stable across demographic and academic subgroups within the sample, suggesting it is influenced more by intrinsic and contextual factors than by gender, work status, or program stage. The study highlights interrelations between learning motivation and other life domains, supporting a holistic view of motivational systems. Practical recommendations include tailored educational interventions, workplace incentive programs, and marketing strategies leveraging motivational insights to enhance engagement and loyalty.