

THE ROLE OF INTRINSIC AND EXTRINSIC MOTIVATION IN PERSONAL SUCCESS

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Abstract: This study aims to examine the role of intrinsic and extrinsic motivation in achieving personal success, focusing on how these motivational factors influence students' accomplishments in Azerbaijani universities. Using standardized instruments - Motivation Assessment Scale (Michael J. Delaney and Mark Durand, Ph.D. 1986) and an adapted The Achievement Motivation Scale (Cassidy & Lynn, 1989) - the study explores relationships between motivational orientations and perceived personal achievement. Sample: 410 undergraduate and graduate students from various Azerbaijani higher education institutions participated. Methods: Data were analyzed using IBM SPSS Statistics, Version 31.0. Descriptive statistics, reliability tests (Cronbach's alpha), Pearson's correlation coefficients, and multiple linear regression analyses were conducted to examine relationships between variables. Results: Both intrinsic and extrinsic motivation significantly predicted perceived personal success ($\beta = 0.312$ and $\beta = 0.567$ respectively, $p < .001$). Extrinsic motivation showed a stronger association with short-term achievement indicators, while intrinsic motivation related to sustained engagement and self-reported fulfillment. Significance: Findings emphasize the need for balanced educational practices that nurture both intrinsic interests and appropriate external supports to foster students' holistic success.

Keywords: Intrinsic motivation, Extrinsic motivation, Personal success, Achievement Scale, Motivation Scale

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INTRODUCTION

Personal success is a multifaceted concept encompassing achievement in academic, professional, and personal domains. Motivation (both intrinsic and extrinsic) is a primary driver of behaviors that lead to success. While intrinsic motivation refers to engaging in activities for inherent satisfaction and interest, extrinsic motivation pertains to performing tasks for external rewards, recognition, or avoidance of punishment (Ryan & Deci, 2000). In Azerbaijan, socio-cultural factors such as family expectations, social recognition, and labor market pressures may amplify the role of extrinsic incentives in shaping students' goals (Jabbarov,2021; Jabbarov, 2018). This study investigates how intrinsic and extrinsic motivational orientations relate to personal success among Azerbaijani university students, contributing to both theoretical understanding and practical educational policy.

LITERATURE REVIEW

The distinction between intrinsic and extrinsic motivation is central to Self-Determination Theory (SDT). Research based on SDT suggests that intrinsic motivation fosters deep learning, creativity, and long-term persistence, whereas extrinsic motivation can effectively drive performance in structured tasks, particularly when rewards are aligned with competence and autonomy (Deci & Ryan, 1985; Ryan & Deci, 2000; Jabbarov et.al, 2023).

Motivation Assessment Scale (Michael J. Delaney and Mark Durand, Ph.D. 1986) to measure motivational orientations in educational settings. Empirical studies using Motivation Assessment Scale (Michael J. Delaney and Mark Durand, 1986;) and related instruments report mixed findings: some contexts show stronger links between intrinsic motivation and long-term success, while others - especially collectivist cultures - report substantial influence of extrinsic motivators (Jabbarov and İbrahimova, 2013) on achievement (Kim & Bong, 2014; Li et al., 2019; Jabbarov,2021; Jabbarov, 2018). The Achievement Motivation Scale (Cassidy & Lynn, 1989) offer adaptable items to evaluate perceived

success and satisfaction with personal accomplishments. Combining objective indicators (e.g., GPA) with subjective scales provides a comprehensive assessment of success (Zimmerman, 2000).

METHODOLOGY

Research Design and Participants

This quantitative study used a cross-sectional correlational design. Participants were 410 students (226 female, 184 male) recruited via convenience sampling across multiple Azerbaijani universities. Most participants were full-time undergraduates aged 18-25.

Instruments

Motivation Assessment Scale (Michael J. Delaney and Mark Durand, Ph.D. 1986) assesses both intrinsic and extrinsic motivational orientations using multiple Likert-type items (from 1 = strongly disagree to 5 = strongly agree). The Achievement Motivation Scale (Cassidy & Lynn, 1989) was adapted to the student context, this instrument measures perceived personal achievement and satisfaction. Participants also reported their current Grade Point Average (GPA) as an objective indicator of academic performance.

Procedure and Data Analysis

Data collection occurred through online questionnaires. Responses were screened (missing data below 5% were handled through mean imputation) and analyzed using IBM SPSS Statistics, Version 31.0. Descriptive statistics, reliability analysis (Cronbach's alpha), Pearson's correlation coefficients, and multiple linear regression analyses were employed to test the study hypotheses.

RESULTS

Reliability and Descriptive Statistics

Cronbach's alpha indicated acceptable internal consistency: Motivation Scale overall $\alpha = 0.89$ (intrinsic $\alpha = 0.84$; extrinsic $\alpha = 0.78$). Achievement Scale $\alpha = 0.92$. Descriptive statistics are presented in Table 1.

Table 1. Descriptive Statistics for Main Study Variables

Variable	N	Mean	Std. Deviation	Observed Range
Intrinsic Motivation	410	4.12	0.68	2.45–5.00
Extrinsic Motivation	410	4.35	0.59	2.80–5.00
Achievement Scale	410	3.89	0.72	2.20–5.00
GPA	410	3.24	0.54	2.00–4.00

Correlation Analysis

Pearson correlation coefficients showed that intrinsic motivation correlated moderately with the Achievement Scale ($r = .343$, $p < .01$), whereas extrinsic motivation exhibited a stronger correlation with achievement ($r = .592$, $p < .01$). GPA was moderately correlated with intrinsic motivation ($r = .298$, $p < .01$) and moderately with extrinsic motivation ($r = .314$, $p < .01$).

Regression Analysis

A multiple linear regression was performed with The Achievement Motivation Scale (Cassidy & Lynn, 1989) score as the dependent variable and intrinsic and extrinsic motivation as predictors. The overall model was significant ($F(2,407) = 138.924$, $p < .001$), explaining 40.6% of the variance in achievement ($R^2 = .406$). Standardized coefficients: intrinsic $\beta = .312$ ($p < .001$); extrinsic $\beta = .567$ (p

< .001).

Gender Differences

Independent samples t-tests indicated that female students reported slightly higher intrinsic (M = 4.18) and extrinsic (M = 4.42) motivation and higher The Achievement Motivation Scale (Cassidy & Lynn, 1989) scores (M = 3.95) compared to male students ($p < .05$).

DISCUSSION

The results corroborate prior research highlighting both intrinsic and extrinsic motivators as significant contributors to students' perceived success. The notably stronger predictive power of extrinsic motivation may reflect socio-cultural factors peculiar to Azerbaijani society, where external validation and anticipated career outcomes weigh heavily in shaping student behavior. Nevertheless, intrinsic motivation remains crucial for long-term engagement, deeper learning, and psychological well-being.

Implications: Educational institutions should design interventions that not only utilize external incentives (scholarships, recognition) to motivate performance but also cultivate intrinsic interests through autonomy-supportive teaching, relevant curriculum, and opportunities for exploration.

CONCLUSION AND RECOMMENDATIONS

This study demonstrates that both intrinsic and extrinsic motivational orientations significantly predict personal success among Azerbaijani university students. The balance between external incentives and fostering intrinsic interest is essential for promoting sustainable achievement. Recommendations include integrating motivational training into the curriculum, implementing

mentorship programs, and conducting longitudinal studies to better capture dynamics over time.

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