

Review Article

## Factors Affecting and Measures for Fostering Positive Learning Motivation among Learners

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**Article History**  
Received: 14.04.2026  
Accepted: 06.06.2026  
Published: 09.06.2026

**Journal homepage:**  
<https://www.easpublisher.com>

Quick Response Code



**Abstract:** The article *Factors Affecting and Measures for Fostering Positive Learning Motivation among Learners* presents the theoretical foundations of learning motivation and its role in learning effectiveness. The study clarifies the concept and manifestations of positive learning motivation. Learning motivation is influenced by various factors, including individual, family, school, and social factors. Among these, learners' needs, interests, and self-directed learning abilities play particularly important roles. Family support, teaching methods, and the learning environment directly affect learning attitudes. In addition, peers and society contribute to shaping learning goals. Based on these findings, the article proposes measures to enhance learning motivation and improve educational quality.

**Keywords:** Learning Motivation, Intrinsic Motivation, Extrinsic Motivation, Learners, Education, Teaching and Learning.

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### I. INTRODUCTION

In the context of educational reform oriented toward the development of learners' competencies and personal qualities, improving the quality of teaching and learning is no longer limited to the transmission of knowledge but also emphasizes the formation and development of positive learning motivation among learners. Educational practice has shown that, despite being exposed to the same learning content and similar teaching conditions, students often differ significantly in their levels of engagement, initiative, and academic achievement. One of the most important reasons for this phenomenon is the difference in learning motivation.

Learning motivation serves as an "internal driving force" that encourages learners to direct, sustain, and regulate their learning activities. When learners possess appropriate and positive learning motivation, they are more likely to actively acquire knowledge, persevere in overcoming difficulties, and achieve higher learning outcomes. Conversely, when learning motivation is weak or merely compliance-oriented, the learning process tends to become passive, superficial, and ineffective.

However, learning motivation is not a fixed or innate characteristic. It is influenced by various factors, including learners' personal characteristics, teaching content and methods, the educational environment, as

well as family and social influences. Therefore, investigating the factors that affect learning motivation and proposing pedagogical measures to foster positive learning motivation among learners is of great theoretical and practical significance, contributing to the improvement of educational quality in the current period.

### II. LITERATURE REVIEW

#### 1. The Concept of Motivation

Motivation is one of the fundamental concepts in psychology, used to explain the reasons that drive individuals to engage in particular behaviors and activities. In daily life, people participate in various activities to satisfy both material and spiritual needs. Every activity is driven by certain internal causes, which are referred to as motivations.

According to the activity theory perspective in psychology, motivation is what stimulates individuals to engage in activities in order to satisfy a particular need. Motivation reflects the relationship between an individual's needs and the objects capable of fulfilling those needs. When a need emerges but remains unsatisfied, individuals experience a state of psychological tension, which leads to the formation of motivation and encourages them to undertake actions directed toward specific goals in order to achieve satisfaction.

Many psychologists have proposed different definitions of motivation. According to Vu Dung [8], motivation is the subjective reflection of an individual's needs, functioning to stimulate, direct, and sustain human activities. Pintrich and Schunk [7], define motivation as the process of initiating and maintaining goal-directed activities. They further argue that motivation encompasses the internal processes that help individuals select, direct, and sustain behaviors aimed at achieving particular goals.

Despite the diversity of approaches, most conceptions of motivation share several common characteristics. First, motivation is an internal source that drives individual activity. Second, motivation directs behavior toward specific goals. Third, motivation helps maintain activity and persistence even when individuals encounter difficulties and obstacles. Fourth, motivation is personal in nature and is influenced by numerous factors, including needs, interests, values, beliefs, living conditions, and the social environment.

In educational practice, motivation plays a particularly important role because it determines learners' level of participation, effort, and persistence in the process of acquiring knowledge. Learners with strong motivation tend to actively seek knowledge, participate enthusiastically in learning activities, and overcome challenges in order to achieve their goals.

## 2. The Concept of Learning Motivation

Learning motivation is a specific type of motivation associated with human learning activities. It refers to a system of internal psychological factors that stimulate, direct, and sustain learning activities in order to achieve particular educational goals.

According to Nguyen Quang Uan [6], learning motivation consists of psychological factors that reflect an individual's needs, interests, ideals, and learning purposes, thereby encouraging learners to participate actively in the process of acquiring knowledge, skills, and personality development. In educational materials on fostering learning motivation, learning motivation is understood as an internal state that initiates, directs, and sustains learners' learning behaviors.

The essence of learning motivation lies in the connection between learners' cognitive needs and the learning goals they pursue. When learners perceive learning as meaningful, valuable to themselves, or helpful in achieving future aspirations, they develop positive learning motivation. In contrast, when learning is viewed merely as a burden or lacks personal significance, learning motivation tends to decline.

Researchers commonly classify learning motivation into two basic categories: intrinsic motivation and extrinsic motivation.

Intrinsic learning motivation originates from the learning activity itself. Learners engage in learning because they enjoy acquiring knowledge, wish to explore new ideas, satisfy their curiosity, or develop their personal abilities. This form of motivation is considered the most positive and sustainable because it depends less on external factors. Students with strong intrinsic motivation tend to be self-directed learners, demonstrate high levels of independent learning, and sustain their efforts over extended periods.

Extrinsic learning motivation, on the other hand, is derived from factors external to the learning activity, such as the desire to achieve high grades, receive rewards, gain praise from parents or teachers, avoid criticism, or secure favorable career opportunities in the future. Although extrinsic motivation can effectively encourage learning in the short term, excessive reliance on external incentives may limit long-term learning effectiveness.

According to Deci and Ryan's Self-Determination Theory [4], learning motivation does not exist as two completely separate categories of intrinsic and extrinsic motivation. Rather, it lies along a continuum ranging from entirely external regulation to fully intrinsic motivation. The greater the degree of autonomy learners experience, the more likely they are to engage in active, creative learning and achieve better outcomes.

In modern educational practice, the objective is not merely to generate temporary learning motivation but also to cultivate intrinsic motivation and learners' capacity for self-directed learning. This serves as a crucial foundation for lifelong learning, enabling individuals to meet the demands of a knowledge-based society and the continuous advancement of science and technology.

From the above analysis, it can be concluded that motivation is a psychological factor that initiates, directs, and sustains human activity. In the field of education, learning motivation functions as an internal driving force that encourages learners to engage in the acquisition of knowledge and personal development. A proper understanding of the nature of learning motivation provides an important scientific basis for designing appropriate educational measures aimed at stimulating interest, enhancing active participation, and maximizing learners' potential.

## 3. Factors Affecting Learners' Learning Motivation

Learning motivation is not an isolated psychological phenomenon; rather, it is formed, developed, and transformed under the influence of various factors. According to modern educational psychology, learning motivation results from the interaction between individual internal factors and elements of the social environment. These factors may

stimulate, sustain, or diminish learners' motivation. A comprehensive understanding of the factors influencing learning motivation is essential for designing appropriate educational measures aimed at improving learning effectiveness and fostering learners' self-directed learning abilities.

### 3.1. Learner-Related Factors

Learners are the central agents of the learning process; therefore, their psychological and personal characteristics directly influence the formation and development of learning motivation.

#### Learning Needs and Goals

Needs are the source of all human activities. When learners recognize the need to acquire knowledge, improve themselves, or achieve future career goals, they develop corresponding learning motivation. The clearer, more specific, and more meaningful the learning goals are, the stronger the learning motivation becomes.

Numerous studies have shown that students with clearly defined learning goals tend to be more proactive in developing study plans, more actively engaged in learning activities, and better able to overcome difficulties than those who lack clear objectives. Conversely, when learning goals are vague or lack personal significance, learners are more likely to adopt a passive approach to learning, demonstrate limited perseverance, and quickly lose interest.

#### Learning Interest

Interest refers to an individual's positive emotional attitude toward a particular object or activity. Learning interest generates enthusiasm, curiosity, and a desire to explore new knowledge. It is one of the most important factors in sustaining intrinsic learning motivation.

When learners find a subject engaging and aligned with their personal interests and needs, they are willing to invest more time and effort in learning. In contrast, if the learning content is monotonous, lacks practical relevance, or is inconsistent with learners' cognitive abilities, motivation tends to decline.

In contemporary education, stimulating learning interest through innovative teaching methods, experiential learning activities, and the integration of educational technologies is considered an important strategy for improving educational quality.

#### Cognitive Ability and Self-Confidence

Cognitive ability directly affects learners' capacity to acquire and process information. Students who consistently achieve positive academic outcomes tend to develop confidence in their own abilities and maintain positive learning motivation.

According to Bandura [2], self-efficacy has a strong influence on an individual's level of effort and persistence. Learners with high self-confidence are more likely to choose challenging tasks, confront difficulties, and persevere despite setbacks. In contrast, learners who frequently experience failure or lack confidence in their abilities are more likely to develop anxiety, avoid learning tasks, and lose motivation.

#### Willpower and Self-Discipline

Willpower is a psychological quality that enables individuals to overcome difficulties in pursuit of their goals. During the learning process, students often face numerous challenges, such as examination pressure, heavy workloads, and distractions from their surroundings. Therefore, willpower and self-discipline play vital roles in sustaining long-term learning motivation.

Students who can effectively manage themselves, develop study plans, and persist in achieving their goals generally attain better academic results. These qualities also form the foundation for self-directed learning and lifelong learning.

### 3.2. Family-Related Factors

The family is the first educational environment and exerts a profound influence on both personality development and learning motivation.

#### Economic Conditions and Learning Environment

Family economic conditions affect learners' access to educational resources such as books, technological devices, study spaces, and supplementary educational activities. Families with favorable economic conditions often provide environments that support the development of learners' abilities and the maintenance of learning motivation.

However, financial conditions are not the sole determining factor. Numerous studies indicate that parents' emotional support and encouragement may have a stronger impact on learning motivation than material resources alone.

#### Parenting Styles

The way parents educate their children significantly influences learning motivation. Families that adopt democratic, respectful, and autonomy-supportive parenting styles often help children develop positive learning motivation and a strong sense of self-determination.

In contrast, excessive control, frequent criticism, or intense pressure for academic achievement may cause learners to study out of fear or to avoid criticism. Such conditions can undermine intrinsic motivation and may lead to psychological problems such as stress, anxiety, or disengagement from learning.

### **Family Expectations**

Parental expectations can have both positive and negative effects on learning motivation. When expectations are realistic, aligned with learners' abilities, and accompanied by supportive guidance, they can serve as a powerful source of encouragement.

Conversely, unrealistic or excessively high expectations may create substantial psychological pressure, leading learners to experience stress, diminished self-confidence, and a gradual loss of interest in learning.

### **3.3. Teacher and Classroom Factors**

Within the school environment, teachers exert the most direct and frequent influence on students' learning motivation.

#### **Teachers' Personality and Attitudes**

Teachers' dedication, fairness, friendliness, and respect for students positively affect learners' emotions and motivation. When students feel understood and respected, they are more likely to participate actively in learning activities.

In contrast, indifferent attitudes, favoritism, or an excessive focus on criticism can reduce learning motivation and negatively affect teacher–student relationships.

#### **Teaching Methods**

Teaching methods significantly influence learners' interest and participation. Student-centered approaches such as project-based learning, cooperative learning, problem-based learning, and the integration of information technology encourage learners to actively construct knowledge and develop intrinsic motivation.

On the other hand, excessive reliance on traditional teacher-centered instruction may lead to passive learning, reduced interest, and lower motivation.

#### **Classroom Psychological Climate**

The classroom represents the social environment most closely associated with learners. A positive, friendly, and collaborative classroom atmosphere enables students to feel safe expressing opinions, asking questions, and participating in learning activities.

Conversely, a tense classroom environment characterized by unhealthy competition or frequent conflicts can diminish students' sense of belonging and negatively affect their motivation.

### **3.4. School-Related Factors**

Schools play a guiding role in creating a comprehensive educational environment that supports and sustains learning motivation.

### **Facilities and Learning Conditions**

Classrooms, libraries, laboratories, teaching equipment, and information technology infrastructure significantly influence the quality of learning experiences. Modern and supportive learning environments contribute to increased interest and stronger learning motivation.

### **Assessment and Reward Policies**

Assessment practices directly influence learners' motivation. Fair, objective, and growth-oriented assessment methods help students recognize the value of their efforts and personal progress.

Conversely, when assessment focuses exclusively on grades or creates excessive competition, students may become motivated by achievement outcomes rather than genuine learning and cognitive development.

### **School Culture**

A democratic educational environment that respects diversity, encourages creativity, and supports learners contributes significantly to the development of positive learning motivation. A positive school culture also fosters a sense of belonging, thereby encouraging active participation in educational activities.

### **Social Factors and Contemporary Context**

In modern society, learning motivation is also influenced by numerous factors beyond the family and school environment.

Advances in science and technology, labor market demands, and globalization have reshaped learners' perceptions of the value of education. Attractive career opportunities can motivate learners to study harder in order to enhance their competitiveness.

At the same time, social media and digital environments create both positive and negative effects. On the one hand, technology expands access to knowledge and strengthens opportunities for self-directed learning. On the other hand, online entertainment, information overload, and dependence on digital devices may distract attention and reduce learning motivation.

Furthermore, peer groups exert a powerful influence on learning motivation. Positive peer relationships can provide support, encouragement, and academic inspiration. In contrast, peer groups with negative attitudes toward learning may undermine individual motivation.

In summary, learning motivation is influenced by multiple factors, including learner-related, family-related, teacher- and classroom-related, school-related, and broader social factors. These factors do not operate independently; rather, they interact closely in shaping

and developing learning motivation. Therefore, enhancing learning motivation requires coordinated efforts among learners, families, schools, and society as a whole. This understanding also provides an important foundation for proposing effective measures to foster positive learning motivation among learners in the current educational context.

#### **4. Measures for Fostering Positive Learning Motivation among Learners**

Learning motivation is a psychological factor that plays a crucial role in directing, sustaining, and stimulating learners' learning activities. According to modern educational psychology, learning motivation is not an innate characteristic but is formed and developed through educational processes, learning environments, and individual experiences (Nguyen Quang Uan, 2008). Therefore, developing measures to foster positive learning motivation has become an important task of contemporary education, aiming to enhance learners' activeness, autonomy, and creativity.

The following measures are fundamental approaches supported by strong theoretical foundations for fostering positive learning motivation.

##### **4.1. Creating Motivation through Instructional Content**

The lesson is the most fundamental and direct means of fostering learning motivation. Instructional content should not only provide knowledge but also create psychological meaning for learners through three types of value: knowledge value, interest value, and utility value.

##### **Knowledge Value**

Knowledge value is reflected in learners' recognition that instructional content is scientifically accurate, logically organized, and representative of objective reality. When learners understand the essence of knowledge, they develop cognitive needs and intrinsic motivation.

According to Vygotsky's theory, knowledge becomes motivating only when learners are placed within the "Zone of Proximal Development," where they can surpass their current level of competence with appropriate support [9]. Therefore, teachers should:

- Design instructional content in a logical and systematic manner;
- Present knowledge progressively from simple to complex concepts;
- Explain underlying principles rather than merely providing information.

##### **Interest Value**

Interest value refers to the emotional component that sustains learners' attention and active participation. An engaging lesson stimulates curiosity and the desire to explore new knowledge.

Measures to enhance interest value include:

- Using problem-based situations;
- Incorporating storytelling and real-life illustrations;
- Employing visual aids and educational technologies;
- Organizing game-based learning activities.

According to Deci and Ryan [3], intrinsic interest is the most important component of self-determined motivation, enabling learners to sustain learning activities over time without external pressure.

##### **Utility Value**

Utility value enables learners to perceive the practical significance of knowledge. When students understand the purpose and usefulness of learning, their motivation becomes clearer and more sustainable.

Therefore, teachers should:

- Relate knowledge to everyday life;
- Provide authentic and practical examples;
- Organize activities that require the application of knowledge to real-world situations.

According to Ausubel [1], meaningful learning occurs when new information is connected to existing knowledge and possesses practical relevance.

##### **4.2. Enhancing Learner Autonomy**

Autonomy refers to learners' ability to make choices, make decisions, and take responsibility for their own learning. It is a core factor in the development of intrinsic motivation.

According to Self-Determination Theory [3], autonomy is one of the three basic psychological needs, alongside competence and relatedness.

Measures for promoting autonomy include:

- Allowing students to choose learning tasks;
- Implementing project-based learning approaches;
- Encouraging learners to set personal learning goals;
- Reducing excessive teacher control.

When learners perceive themselves as owners of their learning process, they tend to become more motivated, creative, and responsible.

##### **4.3. Meeting Students' Need for Competence Development**

The desire to develop competence is a powerful driving force behind learning behavior. Learners naturally aspire to become more knowledgeable, capable, and successful.

According to Bandura, self-efficacy significantly influences motivation and persistence in learning activities [2].

**Measures Include:**

- Designing tasks that are achievable yet challenging;
- Providing positive and specific feedback;
- Recognizing progress rather than focusing solely on outcomes;
- Creating opportunities for successful experiences.

When students perceive their own improvement, they are more likely to develop stronger intrinsic motivation.

#### **4.4. Meeting Students' Need for Respect and Recognition**

Respect refers to the need to be valued, appreciated, and recognized within a social environment. According to Maslow's hierarchy of needs [5], esteem needs are higher-order needs that exert a strong influence on learning motivation.

**Measures Include:**

- Providing timely and appropriate praise;
- Recognizing effort rather than achievements alone;
- Creating opportunities for students to present and express their ideas;
- Establishing a learning environment free from negative judgment.

When students feel respected, they tend to become more confident and actively engaged in learning activities.

#### **4.5. Meeting Students' Need for Belongingness (Social Needs)**

Human beings have a fundamental need to belong to a social group, to be accepted, and to cooperate with others. In educational settings, this need plays a vital role in sustaining learning motivation.

According to Bandura [2], learning is inherently social and is strongly influenced by group interactions.

**Measures Include:**

- Organizing cooperative learning activities;
- Encouraging group work and discussions;
- Building a friendly and supportive classroom environment;
- Promoting mutual assistance among students.

When students feel that they belong to the classroom community, they tend to participate more

actively and experience lower levels of learning-related anxiety.

#### **4.6. Meeting Students' Need for Participation, Encouragement, and Enjoyment**

A positive learning environment should provide opportunities for learners to participate actively, receive encouragement, and experience enjoyment throughout the learning process.

Modern educational perspectives emphasize that positive emotions play an important role in memory formation and information processing.

**Measures Include:**

- Organizing experiential learning activities;
- Incorporating educational games;
- Creating an open, friendly, and supportive classroom atmosphere;
- Encouraging students to express opinions and demonstrate creativity;
- Reducing excessive pressure associated with grades and examinations.

When learning becomes a positive experience, learning motivation is more likely to be maintained naturally and sustainably over time.

The implementation of measures to foster positive learning motivation should be comprehensive, integrating cognitive, emotional, and social dimensions. Among these, enhancing the value of instructional content, promoting learner autonomy, satisfying psychological needs, and creating positive learning environments play central roles. When these conditions are met, learners study not merely to achieve grades but also to satisfy their desire for personal growth, thereby developing sustainable learning motivation.

Learning motivation is the result of the interaction between individual characteristics and the educational environment. In practice, no single measure is sufficient to sustain motivation over the long term. Effective collaboration among learners, families, schools, and society is essential. In particular, the development of intrinsic motivation should be prioritized because it represents the most sustainable source of learning energy.

### **III. CONCLUSION**

Learning motivation is one of the key factors directly influencing the quality, effectiveness, and sustainability of learners' educational experiences. Based on theoretical analysis and a synthesis of practical evidence, this article has clarified the nature of learning motivation, identified the manifestations of positive learning motivation, and systematically analyzed the factors affecting learners' motivation.

The findings indicate that learning motivation is neither naturally occurring nor independently formed; rather, it is the product of interactions among multiple factors. These include learner-related factors (needs, interests, competencies, and self-directed learning awareness), teacher- and classroom-related factors (teaching methods and psychological climate), family-related factors (care, guidance, and educational practices), and school-related factors (learning environment, instructional approaches, and assessment methods).

Based on the analysis of these influencing factors, the article proposes several important measures for creating and maintaining positive learning motivation among learners. Particular emphasis is placed on addressing learners' characteristics and needs as a central strategy. In addition, creating a friendly and positive educational environment, providing experiential learning opportunities, and encouraging active learner participation are essential for stimulating learning interest and engagement.

In conclusion, fostering positive learning motivation is not solely the responsibility of teachers or learners but a shared responsibility of the entire educational system and society. When these measures are implemented systematically and effectively, learners' motivation can be strengthened, thereby

contributing to improved educational quality and meeting the demands of comprehensive educational reform in the contemporary era.

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**Cite This Article:** Nguyen Thi Anh Thu (2026). Factors Affecting and Measures for Fostering Positive Learning Motivation among Learners. *East African Scholars J Edu Humanit Lit*, 9(6), 290-296.

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