

Student Motivation and Academic Achievement in Higher Education

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ABSTRACT

Student motivation plays a crucial role in promoting academic achievement and supporting successful learning experiences in higher education. This study examines the relationship between student motivation and academic achievement through a Systematic Literature Review (SLR) using the PRISMA 2020 framework. Studies published between 2019 and 2023 were systematically collected from major academic databases and analyzed using thematic analysis. The findings indicate that student motivation positively influences academic achievement by strengthening engagement, persistence, self-efficacy, and active participation in learning. Intrinsic motivation consistently produces more sustainable learning outcomes than extrinsic motivation, while supportive learning environments and effective instructional strategies further enhance students' motivation. However, challenges such as academic stress, burnout, declining engagement, and changing learning environments continue to affect motivation. The study concludes that strengthening student motivation is essential for improving academic achievement and long-term educational success.

Keywords: *Academic Achievement, Higher Education, Intrinsic Motivation, Self-Determination Theory, Student Motivation.*

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1. | INTRODUCTION

Student motivation has long been recognized as one of the most important determinants of academic success in higher education. Motivated students are more likely to participate actively in learning activities, persist when facing academic challenges, and achieve better educational outcomes. As universities increasingly adopt student-centered learning approaches, understanding the factors that strengthen student motivation has become essential for improving both teaching quality and academic performance. Consequently, student motivation has emerged as a central topic in educational research seeking to explain variations in learning achievement and student success.

Student motivation refers to the internal and external factors that initiate, direct, and sustain students' learning behaviors toward achieving academic goals. Motivation influences the amount of effort students invest in learning, their persistence during difficulties, and their willingness to engage in educational activities. Wu (2019) explains that academic motivation is closely associated with student engagement and academic achievement because motivated learners demonstrate greater commitment to learning tasks and stronger academic persistence. Similarly, Sivrikaya (2019) reports that academic motivation positively predicts students' academic achievement, emphasizing its importance in supporting successful learning experiences in higher education.

One of the most widely accepted perspectives for understanding student motivation is Self-Determination Theory (SDT), which distinguishes between intrinsic and extrinsic motivation. Intrinsic motivation originates from students' genuine interest and enjoyment in learning, whereas extrinsic motivation is driven by external rewards or expectations. Research suggests that intrinsic motivation generally leads to deeper learning, greater persistence, and higher academic achievement than motivation based solely on external incentives. Jenő, Danielsen, and Raaheim (2018) demonstrate that students with higher levels of autonomous motivation are more likely to achieve academic success and remain enrolled in higher education. Likewise, Yu and Levesque-Bristol (2020) emphasize that learning environments supporting students' psychological needs strengthen autonomous motivation and improve educational outcomes.

Student motivation also influences academic achievement through its relationship with engagement, self-efficacy, and learning behaviors. Motivated students tend to participate more actively in classroom discussions, complete academic tasks consistently, and apply effective learning strategies. Wu et al. (2020) found that learning engagement and self-efficacy mediate the relationship between student motivation and academic performance, indicating that motivation enhances achievement by encouraging active participation and confidence in learning. Similarly, Datu and Yang (2021) report that academic motivation contributes positively to academic achievement by strengthening students' resilience and persistence when encountering educational challenges.

In recent years, universities have increasingly adopted innovative instructional strategies to strengthen student motivation. Approaches such as gamification, personalized learning, social media-supported instruction, and technology-enhanced learning environments seek to create more engaging learning experiences that encourage active participation. Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez (2020) found that gamification significantly increases student motivation while promoting the development of social and civic competencies. Likewise, Erhel et al. (2022) demonstrate that social media-based instructional approaches improve both student motivation and academic outcomes by increasing interaction and engagement throughout the learning process.

Beyond academic achievement, student motivation contributes to persistence, learning satisfaction, and long-term educational success. Students with stronger motivation are generally more capable of overcoming academic difficulties, adapting to changing learning environments, and maintaining consistent learning efforts throughout their studies. Pelikan et al. (2021) report that intrinsic motivation supports persistence and reduces procrastination among university students engaged in distance learning. Similarly, Simons, Leverett, and Beaumont (2020) found that intrinsic motivation plays an important role in the academic success of distance learning graduates by encouraging continuous commitment to learning.

Despite its recognized importance, maintaining student motivation remains a significant challenge in higher education. Academic stress, burnout, declining engagement, digital distractions, and changing learning environments may reduce students' willingness to participate actively in learning. Atik and Çelik (2021) found that burnout negatively affects academic motivation and academic achievement, while Pelikan et al. (2021) highlight that insufficient fulfillment of students' psychological needs contributes to lower motivation and increased procrastination. These findings indicate that motivation is influenced by both individual characteristics and the educational environment in which learning occurs.

Although numerous studies have examined student motivation from different perspectives, existing research often focuses on specific motivational theories, instructional strategies, or educational contexts separately. Fewer studies comprehensively synthesize how student motivation contributes to academic achievement while simultaneously considering psychological factors, instructional approaches, engagement, persistence, and implementation challenges in higher education. A systematic synthesis is therefore necessary to provide a broader understanding of the role of motivation in supporting student success.

Therefore, this study employs a Systematic Literature Review (SLR) following the PRISMA 2020 framework to examine the relationship between student motivation and academic achievement in higher education. By synthesizing studies published between 2019 and 2023, this review aims to identify the principles of student motivation, factors influencing motivation, its contribution to academic achievement, and the challenges

affecting motivational development in higher education. The findings are expected to provide valuable insights for educators, researchers, and higher education institutions seeking to strengthen student motivation and improve academic success.

2. | LITERATURE REVIEW

Student Motivation in Higher Education

Student motivation is widely recognized as a fundamental factor influencing learning behavior and academic success in higher education. Motivation determines the extent to which students invest effort, maintain persistence, and actively participate in educational activities. As universities increasingly emphasize student-centered learning, motivation has become an essential element for promoting effective learning experiences and improving educational outcomes. Motivated students are generally more engaged in classroom activities, demonstrate stronger commitment to academic goals, and are more willing to overcome learning challenges.

Student motivation refers to the psychological processes that initiate, direct, and sustain learning behaviors toward achieving educational objectives. It encompasses both intrinsic factors, such as personal interest and enjoyment, and extrinsic factors, including grades, recognition, or future career opportunities. Wu (2019) explains that academic motivation serves as a major predictor of student engagement and academic achievement because motivated learners consistently demonstrate higher levels of participation and commitment. Similarly, Sivrikaya (2019) reports that students with stronger academic motivation achieve significantly better academic performance than those with lower motivational levels.

One of the most influential theoretical perspectives explaining student motivation is Self-Determination Theory (SDT). According to this theory, motivation develops when students experience autonomy, competence, and relatedness within their learning environments. Intrinsic motivation emerges from genuine interest in learning, whereas extrinsic motivation is influenced by external rewards or pressures. Jenő, Danielsen, and Raaheim (2018) found that autonomous motivation positively predicts academic achievement and reduces student dropout in higher education. Likewise, Yu and Levesque-Bristol (2020) demonstrate that learning environments supporting students' psychological needs significantly strengthen autonomous motivation and learning effectiveness.

Higher education institutions increasingly recognize that student motivation is influenced not only by individual characteristics but also by instructional practices and learning environments. Teaching approaches that encourage active participation, meaningful interaction, and learner autonomy contribute to stronger motivation and more positive learning experiences. Alamri et al. (2020) argue that personalized learning enhances students' intrinsic motivation by providing greater autonomy and individualized learning opportunities. Similarly, Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez (2020) found that gamification creates engaging learning

environments that increase students' motivation while simultaneously supporting competency development.

Overall, student motivation represents a dynamic psychological process that influences students' willingness to learn, engage with academic activities, and persist in achieving educational goals. Understanding motivational processes provides an important foundation for designing instructional strategies that support academic success and improve the quality of higher education.

Student Motivation and Academic Achievement

Student motivation has consistently been identified as one of the strongest predictors of academic achievement in higher education. Motivated students are more likely to invest sustained effort, participate actively in learning activities, complete academic tasks successfully, and achieve higher educational outcomes. Rather than influencing achievement directly, motivation often operates through increased engagement, effective learning strategies, and greater persistence throughout the learning process.

Research demonstrates that both intrinsic and extrinsic motivation contribute to academic performance, although intrinsic motivation generally produces more sustainable learning outcomes. Students who learn because of genuine interest tend to demonstrate deeper understanding, stronger critical thinking, and greater long-term academic success. Liu et al. (2020) found that intrinsic and extrinsic motivation jointly influence academic performance, with intrinsic motivation producing stronger positive effects over time. Similarly, Sivrikaya (2019) reports a significant positive relationship between academic motivation and academic achievement among university students.

Student motivation also contributes to academic achievement through self-efficacy and learning engagement. Motivated students generally possess greater confidence in their academic abilities and participate more actively in classroom discussions, collaborative activities, and independent learning. Wu et al. (2020) found that learning engagement and self-efficacy mediate the relationship between motivation and academic performance among medical students. Likewise, Mehmed and Purwandari (2019) demonstrate that academic motivation, together with self-regulated learning and self-efficacy, positively influences students' academic achievement.

Furthermore, motivation supports students' resilience when encountering academic difficulties. Students with higher motivational levels are more likely to maintain persistence despite setbacks, adapt to challenging learning environments, and continue working toward long-term educational goals. Datu and Yang (2021) found that academic motivation and academic buoyancy strengthen students' ability to overcome academic challenges while improving overall academic performance. These findings indicate that motivation is not only associated with immediate learning outcomes but also contributes to long-term academic success and persistence in higher education.

Factors Influencing Student Motivation

Student motivation is influenced by various internal and external factors that shape students' willingness to engage in learning activities and achieve academic goals. While personal characteristics such as interests, confidence, and aspirations contribute to motivation, the learning environment, instructional practices, and institutional support also play significant roles. Understanding these factors is essential for developing educational strategies that sustain student motivation throughout higher education.

One of the most important internal factors is the balance between intrinsic and extrinsic motivation. Intrinsic motivation encourages students to learn because of genuine interest, curiosity, and personal satisfaction, whereas extrinsic motivation is driven by external rewards such as grades, recognition, or future career opportunities. Although both forms of motivation contribute to learning, intrinsic motivation is generally associated with deeper learning and stronger academic persistence. Liu et al. (2020) found that intrinsic and extrinsic motivation jointly influence academic performance, with intrinsic motivation producing more consistent long-term benefits. Likewise, Jenö, Danielsen, and Raaheim (2018) report that autonomous motivation significantly increases academic achievement and reduces the likelihood of student dropout in higher education.

The learning environment also influences students' motivational development. Supportive classroom environments that encourage autonomy, participation, and meaningful interaction help students maintain positive attitudes toward learning. Instructional approaches such as personalized learning, gamification, and interactive learning activities increase students' interest and engagement by making learning more relevant and enjoyable. Alamri et al. (2020) found that personalized learning strengthens intrinsic motivation by promoting learner autonomy and individualized learning experiences. Similarly, Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez (2020) demonstrate that gamification positively influences student motivation by creating engaging and interactive educational experiences.

Instructor support represents another significant factor affecting student motivation. Educators who provide constructive feedback, encourage active participation, and establish positive relationships with students create learning environments that foster confidence and academic persistence. Students who perceive strong academic support from instructors are generally more motivated to participate actively and complete learning tasks successfully. Shin and Bolkan (2021) found that intellectual stimulation and academic support significantly enhance students' intrinsic motivation through increased engagement and self-efficacy. Likewise, Singh et al. (2022) report that motivational instructional approaches positively influence student engagement and academic commitment.

Psychological well-being further contributes to motivational development. Academic stress, burnout, anxiety, and prolonged learning difficulties may reduce students' willingness to engage in educational activities. Atik and Çelik (2021) found

that burnout negatively affects academic motivation, engagement, and academic achievement. Similarly, Pelikan et al. (2021) report that fulfilling students' basic psychological needs strengthens intrinsic motivation while reducing procrastination and supporting persistence in higher education.

Benefits of Student Motivation

Student motivation provides numerous educational benefits that extend beyond academic achievement. Motivated students demonstrate greater engagement, stronger persistence, higher learning satisfaction, and increased willingness to participate actively in educational activities. As a result, motivation contributes not only to immediate academic success but also to students' long-term educational development and lifelong learning.

One of the primary benefits of student motivation is improved academic performance. Motivated students devote greater effort to learning, apply effective study strategies, and persist when facing academic challenges. This sustained commitment enables them to achieve higher learning outcomes and develop deeper understanding of course materials. Sivrikaya (2019) found a significant positive relationship between academic motivation and academic achievement, while Wu et al. (2020) demonstrate that motivation enhances academic performance through increased learning engagement and self-efficacy.

Student motivation also promotes engagement and persistence throughout the learning process. Motivated learners participate actively in classroom discussions, complete assignments responsibly, and remain committed to achieving long-term educational goals despite difficulties. Pelikan et al. (2021) found that intrinsic motivation strengthens students' persistence and reduces procrastination during distance learning. Similarly, Simons, Leverett, and Beaumont (2020) report that intrinsic motivation contributes significantly to the academic success of distance learning students by encouraging continuous commitment to learning activities.

Another important benefit is increased learning satisfaction and positive educational experiences. Students with higher motivation generally perceive learning as more meaningful and enjoyable, resulting in greater satisfaction with their educational experiences. Jiang et al. (2021) found that motivated students report higher levels of learning satisfaction during online education, while Sosa Díaz, Guerra Antequera, and Cerezo Pizarro (2021) demonstrate that engaging instructional approaches improve both student satisfaction and classroom interaction. These findings indicate that motivation contributes to creating positive learning environments that support both academic achievement and overall student well-being.

Challenges of Student Motivation

Despite its importance for academic success, maintaining student motivation remains a significant challenge in higher education. Students experience various personal, academic, and environmental factors that may reduce their willingness to engage in learning activities. Declining motivation can negatively affect participation,

persistence, academic performance, and overall educational experiences. Consequently, universities need to understand the barriers that hinder student motivation in order to develop effective instructional and institutional support strategies.

One of the major challenges is academic stress and burnout. Increasing academic workloads, assessment demands, and performance expectations may reduce students' enthusiasm for learning and increase emotional exhaustion. Students experiencing burnout often demonstrate lower engagement, decreased persistence, and poorer academic achievement. Atik and Çelik (2021) found that academic burnout negatively influences both student motivation and academic performance, indicating that psychological well-being is closely associated with successful learning. Similarly, Pelikan et al. (2021) reported that students whose basic psychological needs are insufficiently supported tend to experience lower intrinsic motivation and higher levels of procrastination during higher education.

Changes in learning environments also present challenges for sustaining motivation. The rapid expansion of online and distance learning has increased the need for students to manage their own learning while adapting to reduced face-to-face interaction. Although digital learning offers flexibility, it may also decrease social interaction, increase feelings of isolation, and reduce learning commitment for some students. Simons, Leverett, and Beaumont (2020) emphasize that maintaining intrinsic motivation is essential for successful distance learning because motivated students are more likely to persist despite limited direct supervision. Likewise, Jiang et al. (2021) found that student satisfaction and motivation are strongly influenced by the quality of online learning experiences and instructional support.

Another challenge involves maintaining students' interest throughout prolonged academic programs. Motivation is not static and may fluctuate as students encounter difficult coursework, repetitive learning activities, or uncertainty regarding future career opportunities. Instructional practices that rely heavily on passive learning may further reduce students' engagement and enthusiasm. Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez (2020) suggest that innovative instructional strategies such as gamification can help maintain student motivation by increasing participation and making learning experiences more engaging. Similarly, Erhel et al. (2022) demonstrate that interactive instructional approaches using social media can strengthen motivation and improve academic outcomes by promoting continuous student participation.

Institutional support also plays an important role in sustaining motivation. Universities that provide supportive learning environments, accessible academic resources, effective academic advising, and positive instructor-student relationships create conditions that encourage students to remain engaged throughout their studies. Without adequate institutional support, students may experience declining motivation that ultimately affects their academic achievement and persistence.

Overall, the literature suggests that maintaining student motivation requires coordinated efforts involving students, instructors, and higher education institutions. Addressing psychological well-being, improving instructional practices, strengthening academic support, and creating engaging learning environments are essential for sustaining motivation and promoting long-term academic success.

3. | RESEARCH METHOD

This study employed a qualitative Systematic Literature Review (SLR) to examine the relationship between student motivation and academic achievement in higher education. The review synthesized previous empirical studies to identify the principles of student motivation, factors influencing motivation, educational benefits, and implementation challenges within university learning environments.

The review followed the PRISMA 2020 (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework proposed by Page et al. (2021). The review process consisted of four stages: identification, screening, eligibility assessment, and inclusion of relevant studies. This systematic procedure ensured transparency, consistency, and rigor throughout the literature selection process.

Relevant studies were identified through Scopus, ScienceDirect, SpringerLink, ERIC, Taylor & Francis Online, Wiley Online Library, and Google Scholar. The search employed combinations of keywords including *student motivation*, *academic motivation*, *intrinsic motivation*, *extrinsic motivation*, *academic achievement*, *student engagement*, *higher education*, *self-determination theory*, *learning satisfaction*, and *student persistence*. Only English-language publications published between **2019 and 2023** were included to capture recent developments in student motivation research.

The inclusion criteria comprised peer-reviewed journal articles, conference proceedings, systematic literature reviews, and scholarly books focusing on student motivation in higher education. Studies discussing academic achievement, engagement, persistence, learning satisfaction, motivational theories, and instructional strategies were included. Editorial articles, duplicate publications, opinion papers, and studies conducted outside higher education contexts were excluded from the review.

The selected studies were analyzed using thematic analysis. The findings were organized into five themes: (1) student motivation in higher education, (2) student motivation and academic achievement, (3) factors influencing student motivation, (4) benefits of student motivation, and (5) challenges of student motivation. This thematic organization enabled a comprehensive synthesis of current evidence regarding how student motivation contributes to academic achievement in higher education.

The analytical framework positions student motivation as a key psychological factor that enhances academic achievement through increased engagement, persistence, self-efficacy, and active participation in learning. The framework also recognizes intrinsic motivation, extrinsic motivation, instructor support, learning environment, and psychological well-being as important factors influencing motivational development and student success in higher education.

4. | RESULTS

The findings of this systematic literature review indicate that student motivation is a significant factor influencing academic achievement in higher education. Across the reviewed studies, motivated students consistently demonstrate higher levels of engagement, persistence, learning satisfaction, and academic performance than students with lower levels of motivation. The literature further suggests that both intrinsic and extrinsic motivation contribute to academic success, although intrinsic motivation generally produces stronger and more sustainable learning outcomes.

One of the most consistent findings is the positive relationship between student motivation and academic achievement. Students with higher motivation are more likely to invest effort in learning, complete academic tasks successfully, and maintain consistent participation throughout their studies. Sivrikaya (2019) found a significant positive association between academic motivation and students' academic achievement, while Wu (2019) reported that motivation enhances academic performance by increasing student engagement and commitment to learning activities. Similarly, Datu and Yang (2021) demonstrated that academic motivation strengthens students' resilience, enabling them to overcome academic difficulties and achieve better educational outcomes.

The review also highlights the important role of intrinsic motivation in promoting effective learning. Students who are motivated by genuine interest in learning tend to demonstrate deeper understanding, stronger critical thinking, and greater persistence than students relying primarily on external rewards. Jenö, Danielsen, and Raaheim (2018) found that autonomous motivation significantly predicts academic achievement and reduces student dropout in higher education. Likewise, Yu and Levesque-Bristol (2020) reported that learning environments supporting autonomy, competence, and relatedness strengthen intrinsic motivation and improve learning effectiveness.

Another important finding concerns the relationship between motivation, engagement, and self-efficacy. Student motivation encourages active participation in classroom activities, collaborative learning, and independent study while increasing confidence in completing academic tasks. Wu et al. (2020) found that learning engagement and self-efficacy mediate the relationship between motivation and academic performance, indicating that motivated students achieve better outcomes because they participate more actively and believe in their academic capabilities. Similarly, Shin and Bolkan (2021) demonstrated that academic support and intellectually stimulating instruction strengthen intrinsic motivation through increased engagement and self-efficacy.

The reviewed studies further indicate that instructional strategies contribute significantly to strengthening student motivation. Personalized learning, gamification, and interactive instructional approaches create more engaging learning environments that encourage active participation and sustained academic commitment. Campillo-Ferrer, Miralles-Martínez, and Sánchez-Ibáñez (2020) found that gamification

increases student motivation while promoting competency development. Likewise, Erhel et al. (2022) reported that social media-supported instructional methods improve both student motivation and academic outcomes by increasing interaction and learner participation throughout the educational process.

Despite these positive findings, several challenges continue to affect student motivation in higher education. Academic stress, burnout, declining engagement, digital distractions, and limited instructional support may reduce students' willingness to participate actively in learning. Atik and Çelik (2021) identified burnout as a significant factor negatively affecting motivation, engagement, and academic achievement. Pelikan et al. (2021) similarly found that insufficient fulfillment of students' psychological needs contributes to lower intrinsic motivation, reduced persistence, and increased procrastination, particularly within distance learning environments.

Overall, the reviewed literature demonstrates that student motivation contributes substantially to academic achievement by strengthening engagement, persistence, self-efficacy, and active learning behaviors. However, sustaining high levels of motivation requires supportive learning environments, effective instructional strategies, appropriate academic support, and attention to students' psychological well-being.

5. | DISCUSSION

The findings demonstrate that student motivation is one of the most influential psychological factors affecting academic achievement in higher education. Motivated students consistently demonstrate stronger engagement, greater persistence, higher confidence, and improved academic performance compared with students who exhibit lower levels of motivation. The reviewed literature confirms that motivation functions as a driving force that encourages students to invest effort, overcome learning challenges, and remain committed to achieving their educational goals.

One of the principal findings of this review is the positive relationship between student motivation and academic achievement. Students with high levels of motivation participate more actively in learning activities, apply effective learning strategies, and demonstrate greater persistence when facing academic difficulties. These behaviors contribute directly to improved learning outcomes and long-term academic success. The findings suggest that motivation should be considered a central component of educational practice rather than merely an individual psychological characteristic.

The review also highlights the importance of intrinsic motivation in supporting meaningful learning. Students who are motivated by curiosity, personal interest, and the desire to master knowledge generally achieve deeper understanding than those motivated primarily by external rewards. Learning environments that support autonomy, competence, and meaningful participation encourage students to develop intrinsic motivation, resulting in greater academic persistence and stronger educational outcomes. These findings reinforce the importance of creating student-centered

learning environments that foster internal motivation rather than relying solely on external incentives.

Another important finding concerns the relationship between motivation, engagement, and self-efficacy. Student motivation enhances engagement by encouraging active participation in classroom discussions, collaborative learning, and independent study. At the same time, motivated students develop stronger confidence in their academic abilities, enabling them to approach learning challenges with greater persistence and resilience. This reciprocal relationship suggests that motivation, engagement, and self-efficacy collectively contribute to academic achievement and should be strengthened simultaneously through instructional practices.

The findings further indicate that instructional strategies significantly influence students' motivational development. Personalized learning, interactive teaching methods, and gamification increase students' interest and participation by creating more engaging learning experiences. Instructors therefore play a crucial role in maintaining student motivation through supportive feedback, meaningful learning activities, and positive classroom interactions. Universities should encourage teaching approaches that actively involve students and provide opportunities for autonomy, collaboration, and continuous academic support.

Despite these educational benefits, several challenges continue to influence student motivation. Academic stress, burnout, changing learning environments, and prolonged online learning may reduce students' enthusiasm and willingness to participate in academic activities. In addition, insufficient psychological support and limited instructor interaction may weaken students' motivation over time. These findings indicate that maintaining motivation requires not only effective instructional design but also institutional efforts to promote student well-being and provide supportive learning environments.

Overall, the reviewed literature demonstrates that student motivation is essential for improving academic achievement and supporting long-term educational success. Strengthening intrinsic motivation, enhancing student engagement, providing meaningful instructional support, and creating positive learning environments should become priorities for higher education institutions seeking to improve student outcomes.

6. | CONCLUSION

This study examined the relationship between student motivation and academic achievement in higher education through a Systematic Literature Review (SLR) using the PRISMA 2020 framework. By synthesizing studies published between 2019 and 2023, the review identified the principles of student motivation, factors influencing motivational development, educational benefits, and implementation challenges within higher education.

The findings indicate that student motivation positively contributes to academic achievement by increasing engagement, persistence, self-efficacy, and active

participation in learning. Students with stronger intrinsic and extrinsic motivation demonstrate higher academic performance, greater resilience when facing learning challenges, and stronger commitment to achieving educational goals. Furthermore, supportive learning environments, effective instructional strategies, instructor support, and positive psychological conditions play important roles in strengthening student motivation.

However, maintaining student motivation remains challenging because academic stress, burnout, declining engagement, and changing learning environments may reduce students' willingness to participate actively in learning. Addressing these challenges requires coordinated efforts from instructors, institutions, and students to create supportive educational environments that promote both academic success and psychological well-being.

Overall, student motivation represents a fundamental factor in higher education that supports academic achievement and long-term learning success. Higher education institutions should strengthen motivational support through student-centered teaching practices, engaging learning environments, and effective academic guidance. Future research may further investigate innovative motivational strategies across different educational contexts and disciplines to enhance student learning outcomes and educational quality.

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Declaration of Conflicting Interests

The authors declare that there is no conflict of interest.

Ethical Approval and Originality Statement

Ethical approval was obtained for this study. The manuscript represents original work and has not been previously published, nor is it under consideration by another journal.

Data Disclosure Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

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