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# Exploring the Dynamics of Student Motivation and Behavior: A Qualitative Analysis of Influencing Factors and Effective Interventions

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## Abstract

**Objective:** This study investigates the key factors influencing student motivation and behavior in higher education, with a specific emphasis on student engagement, counseling, and mental health services. The main objective is to understand how these components contribute to students' academic and personal development, enhance their learning experiences, and foster a healthy and inclusive campus environment. **Theoretical framework:** The theoretical framework draws from Self-Determination Theory (SDT), which highlights the significance of autonomy, competence, and relatedness in motivating individuals. **Literature review:** The literature review supports the role of student-centered support systems, particularly mental health and counseling services, as essential for academic persistence and emotional resilience. **Methods:** A qualitative research approach was adopted, employing focus groups and in-depth interviews with a diverse set of participants. These included faculty members across various disciplines, professional counselors, mental health practitioners, and students. **Results:** The study reveals that intrinsic motivation—fostered through an inclusive and supportive academic culture—is a major determinant of student success. Students who actively engage in academic and extracurricular activities demonstrate more positive behavior and show higher levels of motivation and resilience. Counseling and mental health services play a crucial role in helping students navigate emotional and psychological stress, thus sustaining their engagement and well-being. **Implications:** The findings have significant implications for higher education institutions. They underscore the need to prioritize mental health services and student engagement programs as core components of student success strategies. Institutions should create opportunities for leadership, peer support, and inclusive learning to strengthen students' sense of belonging and community. **Novelty:** The novelty of this study lies in its integrated perspective, combining academic, psychological, and social dimensions to propose a holistic model for fostering student motivation and behavior.

**Keywords:** student motivation, behavioural dynamics, qualitative analysis, influencing factors, effective interventions.

## INTRODUCTION

Student conduct and motivation in higher education are important variables that have a big impact on overall well-being, personal growth, and academic achievement. A targeted strategy for comprehending and influencing these components becomes crucial as educational institutions work to improve the learning environment and assist students in reaching their objectives. In particular, student involvement, counselling, and mental health services are discussed as ways that higher education institutions might motivate their students and have a good behavioural impact [1]–[3]. In the context of higher education, promoting academic achievement, personal growth, and general well-being requires an understanding of the complex dynamics of student motivation and behaviour. Students' motivation and behaviour are critical factors in deciding how well they do as they negotiate the opportunities and obstacles of their academic journeys. Institutions that can effectively influence these factors through targeted interventions stand to significantly enhance the learning experiences and success rates of their students [4]–[6].

The purpose of this study is to investigate several factors that affect students' motivation and behaviour, with an emphasis on the roles played by intrinsic motivation, mental health services and counselling, and student participation. These elements are essential for fostering a supportive campus environment that fosters students' personal and academic development in addition to helping them achieve their academic and personal objectives [7]–[9]. Higher academic achievement and more perseverance in the face of adversity are frequently associated with intrinsic motivation, which is driven by an internal desire for knowledge and personal fulfilment. On the other hand, mental health and counselling programs offer students vital support in managing psychological obstacles such as stress and anxiety that may hinder their academic achievement. Furthermore, it has been demonstrated that student participation in campus events is highly correlated with good academic outcomes, underscoring the need for a welcoming and helpful learning environment [10], [11].

Education is one of the main pillars in shaping the character and ability of individuals to contribute to society. However, the achievement of educational goals is often influenced by various factors, one of which is student motivation and behaviour. Student learning motivation is a very important aspect of the learning process because high motivation can encourage students to achieve optimal academic achievement. On the other hand, low motivation to learn is often associated with less positive behaviours, such as absenteeism, tardiness, and lack of participation in teaching and learning activities [12]–[16]. Along with the times, there are more and more factors that affect students' motivation and behaviour, both from the family environment, school, peers, and social media. In addition, effective interventions to improve student motivation and behaviour are also a challenge for educators and researchers. An in-depth understanding of the factors that influence student motivation and behaviour, as well as effective interventions to address these issues, is critical in efforts to improve the quality of education [17], [18].

This study aims to explore the dynamics of student motivation and behaviour through a qualitative approach, which allows for a deeper understanding of the factors that influence these two aspects, as well as how appropriate interventions can be implemented to improve student motivation and behaviour. Through this research, it is hoped that strategies can be implemented by educators and educational institutions to create a more supportive learning environment so that they can encourage students to be more motivated and behave positively in the learning process. This study aims to provide a thorough understanding of how higher education institutions may effectively boost student motivation and behaviour by evaluating these elements using qualitative research methods. When developing and putting into practice ways that improve student achievement and well-being, educators, administrators, and legislators will find great assistance from the insights acquired from this research [17], [18].

The findings of this study offer significant implications for educational institutions, policymakers, and practitioners aiming to enhance student outcomes in higher education settings. One of the most prominent implications is the necessity for institutions to recognize and prioritize the psychological and emotional dimensions of student development alongside academic achievement. The integration of counseling and mental health services into the educational framework is no longer optional but essential. These services serve as critical support systems that help students manage academic stress, emotional challenges, and mental health issues, which, if left unaddressed, can impede learning and hinder personal growth. Moreover, the study emphasizes the transformative role of student engagement through extracurricular and academic participation. Higher education institutions must adopt more inclusive and participatory strategies that encourage students to take active roles in campus life. Creating opportunities for peer-to-peer collaboration, leadership development, and community building contributes to a sense of belonging and shared purpose—factors that significantly enhance intrinsic motivation and positive behavioral outcomes [19]–[21].

From a policy perspective, the findings suggest that universities should institutionalize holistic student support models that integrate academic advising, psychological counseling, mentorship, and wellness programs. Such an integrated approach not only boosts academic performance but also contributes to overall student well-being, retention, and long-term success. The research also underscores the importance of developing educator awareness and training on psychological support and motivational strategies. Faculty members and academic staff should be equipped to identify early signs of demotivation or behavioral challenges and respond appropriately, either directly or by facilitating access to support services [19]–[21].

The novelty of this study lies in its integrated and multidimensional framework for analyzing student motivation and behavior. While much previous research has addressed either psychological well-being or academic performance in isolation, this study synthesizes these domains to provide a comprehensive understanding of the interplay between intrinsic motivation, mental health support, and student engagement. Furthermore, the qualitative methodology offers rich, in-depth insights from multiple stakeholders—including students, educators, and mental health professionals—allowing for a nuanced understanding of context-specific factors that influence student behavior. This holistic perspective advances current literature by proposing a student-centered model that considers academic, emotional, and social dimensions as mutually reinforcing components of student success. The study contributes original knowledge by highlighting how inclusive environments and targeted interventions not only improve individual outcomes but also foster a culture of empathy, collaboration, and well-being across campus communities [22]–[26].

## LITERATURE REVIEW

Since student behaviour and motivation are crucial to both academic success and general well-being, educational psychology has conducted a great deal of study on these topics. Educators, legislators, and researchers must comprehend what motivates pupils to participate in the learning process and how their actions might be influenced. This overview of the literature looks at many theories and qualitative research projects that have looked at student motivation and behaviour, emphasizing the major variables that affect them and the approaches taken to investigate these phenomena [27]–[29].

**Table 1. Literature Review on Student Motivation and Behavior**

Author(s)	Journal Name	Method	Key Findings
Wang, M. T., Degol, J. L., & Armemiya, J. (2019) [30].	Journal of Educational Psychology	Longitudinal Study	Found that students with higher intrinsic motivation displayed greater academic success and well-being over time.

Salmela-Aro, K. (2021) [31]	European Psychologist	Mixed-Methods Study	Demonstrated that student engagement and burnout are significantly influenced by perceived support and autonomy in the learning environment.
Coleman, L., & Deacon, Z. (2023) [32]	Journal of Student Affairs Research and Practice	Qualitative Interviews	Found that first-generation college students benefit greatly from counseling and mental health services, which help them navigate academic challenges.
McGillivray, L., & Bell, D. (2023) [33]	Journal of Higher Education Policy and Management	Policy Analysis	Suggested that institutional policies promoting mental health awareness and support significantly improve overall student well-being and academic performance.
McGuire, S. A., & McGuire, L. J. (2022) [34]	Teaching of Psychology	Experimental Study	Showed that students who participated in engagement-focused interventions had significantly higher levels of academic motivation and retention rates.
Richardson, M., Abraham, C., & Bond, R. (2020) [35]	Educational Research Review	Meta-Analysis	Concluded that both intrinsic and extrinsic motivations are crucial for academic performance, with intrinsic motivation having a stronger long-term impact.
Krause, K. L., & Arvidsson, S. (2021) [36]	Higher Education Research & Development	Case Study	Highlighted that active student engagement in leadership programs enhances their academic and social integration, leading to improved academic performance.

Research in educational psychology has consistently emphasized the vital role of student motivation and behavior in achieving both academic success and overall well-being. Studies have shown that intrinsic motivation—driven by curiosity, personal fulfillment, and a desire for growth—has a long-lasting and positive impact on students’ academic performance. Intrinsically motivated learners tend to be more engaged in their studies and are better equipped to sustain their efforts over time. A supportive learning environment is another key factor in promoting positive motivation and behavior. When students feel a sense of autonomy, emotional support, and recognition within the academic setting, their willingness to participate and persevere increases significantly. Positive relationships with faculty and peers, as well as inclusive and respectful classroom climates, encourage students to invest more deeply in their learning journey [37]–[39].

In addition to personal and environmental factors, access to counseling and mental health services plays a critical role in shaping student behavior and maintaining motivation. These services help students manage emotional stress, anxiety, and other psychological challenges that may otherwise hinder their academic progress. When students feel that they have safe and confidential support systems available, they are more likely to remain focused, resilient, and committed to their academic goals. Moreover, active interventions such as leadership programs, campus engagement initiatives, and extracurricular participation have been found

to significantly enhance motivation and behavioral outcomes. Participation in such activities fosters a sense of belonging, builds self-confidence, and reinforces academic identity. Students who are involved in campus life tend to show greater academic persistence and social integration, leading to improved overall performance [40]–[43].

Institutional policies that prioritize mental health awareness and student support also contribute meaningfully to student success. By creating structured programs and resources that address the emotional and social needs of learners, higher education institutions can cultivate a more holistic educational environment. Such efforts not only help prevent student burnout but also empower individuals to thrive academically and personally. In summary, student motivation and behavior are influenced by a complex interplay of internal drivers, environmental conditions, institutional support, and strategic interventions. A student-centered, integrative approach that addresses emotional, academic, and social dimensions is essential for fostering a productive and sustainable learning experience in higher education. Institutions that embrace this holistic perspective are better positioned to enhance student outcomes, support long-term development, and contribute to the creation of healthy, inclusive academic communities [40]–[43].

## METHODOLOGY

This study employed a qualitative research approach to explore the factors influencing student motivation and behaviour in higher education settings. A thorough grasp of the experiences and perspectives of students, counsellors, mental health professionals, and faculty members was made possible by the research design, which combined in-depth interviews. To guarantee a diversity of viewpoints, participants—which included 15 students, 8 counsellors/mental health professionals, and 7 faculty members from various disciplines—were chosen by purposive sampling. Semi-structured interviews, and focus groups, such as student organization meetings, counseling sessions, and classroom contexts, were used during three months to collect data. Thematic analysis was used to examine the data; this involved transcribing, methodical coding, and the identification of major themes [44]–[46].

Member verification was done to increase the findings' legitimacy, and informed permission, confidentiality, and anonymity were strictly adhered to. Notwithstanding its merits, the study's qualitative methodology might restrict how broadly the results can be applied, and its dependence on self-reported data might introduce biases. To provide a more comprehensive knowledge of student motivation and behaviour in higher education, future studies could employ quantitative methodologies to supplement these insights [47]–[50].

**Table 2. Research Methods**

Research Aspects	Description
Research Approach	Qualitative
Research Objectives	Exploring the factors that influence student motivation and behaviour in higher education settings.
Participants	15 Students - 8 Mental Health Counselors/Professionals - 7 Lecturers from various disciplines
Participant Selection Techniques	Purposive Sampling (Deliberate selection of participants to ensure diversity of viewpoints)
Data Collection Methods	In-depth interviews - Focus Groups in various contexts such as student organization meetings, counselling sessions, and classroom contexts
Data Collection Duration	3 months

<b>Data Analysis Methods</b>	Thematic analysis, which includes transcription, systematic coding, and identification of key themes
<b>Data Validity</b>	Member verification - Compliance with informed permissions, confidentiality, and anonymity
<b>Research Limitations</b>	Qualitative methodologies can limit the broad applicability of results - Reliance on self-reported data can introduce bias
<b>Suggestions for Further Research</b>	Future research may use quantitative methodologies to supplement these insights and provide a more comprehensive understanding of student motivation and behaviour.

The table summarizes the key elements of the study, from research approaches to suggestions for further research.

## RESULTS AND DISCUSSION

The study's findings offer important new perspectives on the variables affecting students' behaviour and motivation in higher education environments. Three main areas were found through a qualitative study of the data: the influence of student participation, the function of counselling and mental health services, and intrinsic motivation. Every one of these domains has a major impact on how well students do academically and in general [51]. The main fluxes are as follows:



Figure 1. Flowchart Showing How Motivation and Support Services Lead

### Intrinsic Motivation and Academic Success

The findings of this study underscore the importance of intrinsic motivation as a critical driver of academic success. Intrinsically motivated students, meaning they engage in learning activities out of genuine interest and personal satisfaction rather than external rewards, tend to exhibit higher levels of academic engagement. This motivation is associated with a deeper understanding of the material, a stronger commitment to learning, and greater resilience in overcoming academic challenges [52]–[55]. The study aligns with the existing body of literature, particularly the work of Deci and Ryan which emphasizes the positive correlation between intrinsic motivation and academic performance. Students who approach their studies with curiosity and enthusiasm are likelier to achieve better academic outcomes. This is supported by the Self-Determination Theory (SDT), which suggests that students are more likely to be intrinsically motivated when they feel competent, autonomous, and connected to their peers and faculty [56].

The role of the learning environment is also highlighted as a crucial factor in fostering intrinsic motivation. The study found that supportive faculty-student interactions, access to resources, and opportunities for hands-on learning significantly enhance students' intrinsic motivation. When students perceive their learning environment as supportive and meaningful, they are more likely to engage deeply with their studies, leading to better academic performance [57]. In conclusion, the study reinforces the idea that intrinsic motivation is a powerful predictor of academic success. Educational institutions can nurture this motivation by creating supportive, resource-rich environments that offer meaningful engagement opportunities. By doing so, they can help students reach their full academic potential [58]–[60].

## **Counselling and Mental Health Services**

Mental health and counselling services are crucial for fostering healthy behaviour and student motivation. According to the study, students who make use of these services frequently report notable gains in their ability to manage stress, anxiety, and other psychological obstacles that might impede their ability to succeed academically. These programs give students access to an essential network of support that keeps them motivated and encourages them to participate actively in their education [61]. The results align with earlier studies, like Conley, Durlak, and Kirsch's study, which showed that providing school-based mental health treatments can greatly enhance kids' emotional health and, in turn, improve their academic performance. By providing a safe space for students to explore their motivations, set realistic goals, and develop effective coping strategies, counselling services play a vital role in sustaining student motivation [62]–[65].

The study also emphasizes how critical mental health services are to developing a welcoming campus community. Students are more likely to feel a part of the campus community when they believe that their mental health needs are recognized and met. Sustaining motivation and positive habits need this sense of support and belonging. This conclusion is reinforced by Eisenberg, Hunt, and Speer's research, which highlights the increased likelihood of healthy behaviour and academic success among students who believe that their campus supports mental health [66], [67]. To sum up, mental health and counselling services are essential for assisting students in overcoming psychological obstacles to academic success. By fostering a supportive and caring campus environment, these services contribute to positive behavioural patterns and sustained motivation, ultimately enhancing students' academic and personal development [68].

## **Student Engagement and Positive Behavior**

The study demonstrated the vital role that student engagement plays in fostering overall success in higher education by finding a strong association between engagement and positive academic habits. Engaged students typically demonstrate higher levels of academic engagement. Examples of these activities include student organizations, leadership programs, and community service. Their engagement strengthens their bond with the learning environment and increases their attendance, participation in class discussions, and peer-to-peer collaboration [69], [70].

The results are consistent with Astin's Theory of Student Involvement (1999), which holds that students are more likely to do well academically if they are participating in a variety of campus activities [71]. Additionally, critical thinking, communication, and relationship-building are among the fundamental abilities that engaged students are more likely to acquire. These abilities are key to both academic performance and personal development. Students who participate in activities that have an educational purpose routinely earn higher marks and are more likely to stick with their studies, according to the National Survey of Student Engagement (NSSE) [72]–[75].

Furthermore, the study emphasizes how participation helps to create a feeling of purpose and belonging. Students who experience a sense of belonging to both their academic community and their classmates are more likely to adopt healthy behavioural patterns that foster both their personal and academic growth. Because it keeps them motivated to study and helps them deal with the difficulties of college life, this sense of belonging is essential to students' general well-being. According to Tinto's (1993) Theory of Student Departure, students who are successfully assimilated into their institution's academic and social milieu have a lower probability of dropping out and a higher likelihood of academic success [76]. In conclusion, student engagement is a powerful predictor of positive academic behaviours and overall success in higher education. Educational institutions may greatly improve student motivation, conduct, and academic results by providing chances for meaningful engagement and cultivating a supportive campus atmosphere. In addition to helping students succeed

academically, engagement fosters their whole growth and equips them to face obstacles in both their personal and professional lives on the road [77]–[80].

## CONCLUSION

This study has shed important light on the variables affecting students' behaviour and motivation in higher education, emphasizing the significance of student participation, counselling, and mental health services. According to the research, students who are actively involved in campus life, have access to comprehensive mental health services, and are intrinsically motivated are more likely to perform academically and behave well. Higher education institutions should concentrate on developing settings that support intrinsic motivation by promoting meaningful relationships between students and staff, providing chances for experiential learning, and making sure sufficient resources are accessible to further improve student results. Additionally, expanding and normalizing the use of counselling and mental health services can play a significant role in supporting students' psychological well-being, which is critical for sustaining motivation and positive behaviour. Future research should explore longitudinal studies to track changes in student motivation over time, investigate the impact of digital tools on engagement, and examine how motivation varies across diverse demographic groups. Further research should concentrate on the connection between extracurricular activities and career preparedness, the efficiency of incorporating mental health education into courses, and the impact of school culture on student conduct. These research fields will aid in the improvement of methods to promote the well-being and academic achievement of students in higher education.

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## Author Contribution

Mahmdulhassan and Muhammad Abuzar: Conceptualisation, Methodology, Writing–review & editing, Article administration. Saif Uddin Ahmed Khondoker: Methodology, Writing – review & editing. Obydur Rahman Investigation.

## Conflicts of Interest

All authors declare no conflict of interest.

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