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SOCIO-PSYCHOLOGICAL FACTORS INFLUENCING THE ACADEMIC MOTIVATION OF STUDENTS IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS

Jorabek Khalilovich Ergashev
Trainee Lecturer, Department of Social Sciences,
University of Exact and Social Sciences.

Abstract. This article examines socio-psychological factors influencing the academic motivation of students in public and private higher education institutions. The study analyzes academic motivation as a complex psychological phenomenon shaped by institutional environment, teacher-student interaction, peer group influence, family expectations, self-efficacy, autonomy, social belonging, career aspirations and perceived educational value. Particular attention is paid to differences between public and private higher education institutions, including organizational culture, academic competition, tuition-related expectations, learning resources and student support mechanisms.

Keywords: academic motivation, students, higher education, public university, private university, socio-psychological factors, self-efficacy.

INTRODUCTION

Academic motivation is one of the central conditions of successful learning in higher education. It determines how actively students participate in lectures and seminars, how persistently they complete independent assignments, how responsibly they prepare for examinations, and how consciously they connect their studies with future professional development. In the context of modern higher education, academic motivation is becoming increasingly important because students face a complex environment: growing academic requirements, rapid digitalization, labour market uncertainty, social comparison, financial pressure and the need for continuous self-development. Therefore, motivation should be studied not only as an internal psychological state, but also as a result of socio-psychological interaction between the student and the educational environment.

The comparison of public and private higher education institutions gives this issue additional analytical significance. Public universities often have long academic traditions, wider institutional legitimacy, relatively stable state regulation and broad social representation. Private universities, in turn, may be more flexible, market-oriented, service-focused and responsive to student needs. These differences can influence students' motivation in different ways. In a public university, motivation may be strengthened by institutional prestige, competitive admission and academic traditions. In a private university, motivation may be influenced by tuition fees, expectations of service quality, career-oriented programmes and closer administrative attention to students.

MATERIALS AND METHODS

The theoretical basis for analyzing academic motivation is closely connected with self-determination theory. According to R. Ryan and E. Deci, human motivation develops more effectively when three basic psychological needs are supported: autonomy, competence and relatedness [1]. In higher education, autonomy means that students feel they are not only fulfilling external requirements, but also making meaningful choices in their learning process. Competence refers to students' belief that they can understand academic material, solve educational problems

and achieve progress. Relatedness means feeling accepted, respected and included in the academic community. If these needs are satisfied, students are more likely to demonstrate intrinsic motivation, persistence and responsibility. If they are frustrated, learning may become formal, passive or externally controlled.

In public higher education institutions, autonomy may be limited by rigid curricula, large student groups and bureaucratic procedures. However, strong academic traditions and research-oriented environments can support competence and professional identity. In private institutions, students may experience more flexible communication with administration and teachers, but tuition fees can create pressure: students may see education as a paid service and expect immediate practical results. This expectation may strengthen instrumental motivation, especially when students connect their studies with employment, income and social mobility. At the same time, if educational quality does not correspond to expectations, disappointment may reduce motivation.

RESULTS AND DISCUSSION

One of the most important socio-psychological factors influencing academic motivation is teacher-student interaction. The teacher is not only a transmitter of knowledge, but also a source of academic support, feedback, evaluation and professional modelling. Students are more motivated when teachers explain learning goals clearly, create an atmosphere of respect, use fair assessment, provide constructive feedback and connect theoretical knowledge with real professional practice. P. Pintrich emphasizes that motivation in educational contexts is closely related to learners' goals, beliefs, self-regulation and classroom environment [2]. This means that motivation is shaped not only by what students want, but also by how the learning process is organized.

In public universities, the teacher's role is sometimes complicated by large groups and standardized assessment systems. This may reduce individual attention to students. However, experienced academic staff, scientific schools and research traditions can positively influence students who are oriented toward deep learning. In private universities, smaller groups and service-based educational models may allow more individual feedback. Yet there is also a risk of excessive customer orientation, when students expect simplified requirements rather than academic challenge. Therefore, both institutional types must maintain a balance between support and academic demand.

Peer group influence is another essential factor. Students spend much time in formal and informal peer environments. Group norms affect attendance, preparation for classes, attitudes toward academic honesty, participation in projects and interest in professional development. If the student group values knowledge, achievement and self-development, motivation becomes socially reinforced. If the group normalizes passivity, absenteeism, cheating or minimal effort, even initially motivated students may adapt to lower standards. Bandura's social cognitive theory explains that individuals learn not only through direct experience but also through observation, imitation and perceived social approval [5]. This is particularly relevant for students, whose behaviour is often shaped by group comparison and social recognition.

Family expectations also influence students' academic motivation. In many societies, higher education is seen as a path to social mobility, stable employment and family prestige. Students from families that value education may feel strong moral and emotional support. However, family pressure can have two different effects. If expectations are accompanied by trust and support, they strengthen motivation. If they become excessive control or constant comparison, they may increase anxiety and reduce intrinsic interest. In private higher education institutions, family expectations may be even stronger when parents pay tuition fees and expect visible results. In public institutions, family pride may be connected with admission to a prestigious state university. In both cases,

motivation depends on whether family influence supports the student's own goals or replaces them with external pressure.

Self-efficacy is a key psychological determinant of academic motivation. A student who believes in his or her ability to master academic tasks is more likely to persist in difficult situations. A student with low self-efficacy may avoid challenging assignments, fear failure and lose interest even when objective ability is sufficient. Bandura defines self-efficacy as belief in one's capacity to organize and execute actions required to manage prospective situations [5]. In higher education, self-efficacy is influenced by previous academic success, feedback from teachers, comparison with peers, emotional state and institutional support. Public and private institutions can strengthen self-efficacy through tutoring, mentoring, academic advising, formative assessment and psychological services.

CONCLUSION

Academic motivation of students in public and private higher education institutions is shaped by a complex system of socio-psychological factors. These include autonomy, competence, relatedness, teacher-student interaction, peer group norms, family expectations, self-efficacy, perceived value of education, institutional climate, socio-economic conditions, digital environment and career orientation. Motivation cannot be explained only by the student's personal discipline or intellectual ability. It emerges from the interaction between the individual and the educational environment.

The analysis shows that public and private institutions may influence motivation through different mechanisms. Public universities often motivate students through academic traditions, institutional prestige and research culture. Private universities may influence motivation through flexibility, service orientation, career focus and closer administrative support.

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