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CHARACTERISTICS OF A MOTIVATED STUDENT FOR ACADEMIC SUCCESS

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The article presents the results of the theoretical-applicative research of specific behaviors of students determined to achieve high school performance in most academic disciplines, as well as outstanding results in activities oriented towards personal development. These behaviors are generalized in a profile of the student motivated for school success that includes components such as self-discipline, interest and clarity in goal-setting, adaptability in resource management, perseverance in schoolwork, assertive communication, emotional resilience, confidence and self-esteem, objective self-assessment, personal development and professional orientation, autonomy and self-education. Self-discipline is essential to the effective organization of time, and perseverance supports students in achieving long-term goals. Assertive communication and emotional resilience are important for managing emotions and fostering positive relations. Self-confidence and self-assessment support the process of self-education, while autonomy in learning allows students to take control of their educational process. Self-education complements personal and professional development through reflective involvement in setting and achieving goals.

Keywords: *student motivated for academic success, self-discipline, adaptability, perseverance, assertive communication, emotional resilience, self-esteem, objective self-assessment, personal development, career orient.*

CARACTERISTICI ALE ELEVULUI MOTIVAT PENTRU SUCCESUL ȘCOLAR

Articolul prezintă rezultatele cercetării teoretico-aplicative a comportamentelor specifice elevului determinat să obțină performanțe școlare înalte la majoritatea disciplinelor școlare, dar și rezultate deosebite în activitățile orientate spre dezvoltarea personală. Aceste comportamente sunt generalizate într-un Profil al elevului motivat pentru succesul școlar ce include elemente componente precum autodisciplina, interes și claritate în stabilirea obiectivelor, adaptabilitate în gestionarea resurselor, perseverență în activitatea școlară, comunicare asertivă, reziliență emoțională, încredere și stimă de sine, autoevaluare obiectivă, dezvoltare personală și orientare profesională, autonomie și autoeducație. Autodisciplina este esențială pentru organizarea eficientă a timpului, iar perseverența susține elevii în atingerea obiectivelor pe termen lung. Comunicarea asertivă și reziliența emoțională sunt importante pentru gestionarea emoțiilor și relaționarea pozitivă. Încrederea în sine și autoevaluarea sprijină procesul de autoeducație, iar autonomia în învățare facilitează controlul asupra propriului proces educațional. Autoeducația completează dezvoltarea personală și profesională prin implicarea reflexivă în stabilirea și atingerea obiectivelor.

Cuvinte-cheie: *elev motivat pentru succes școlar, autodisciplină, adaptabilitate, perseverență, comunicare asertivă, reziliență emoțională, stimă de sine, autoevaluare obiectivă, dezvoltare personală, orientare profesională.*

Introduction

In the era of rapid change, when the emphasis in education has shifted to increasing the quality of the process, important for teachers, as well as for parents and students, is a clear delimitation of the specific behaviors of a student motivated for academic success, which will guide them in identifying the optimal attitudes and actions to facilitate learning and development. Thus, teachers will be able to adapt teaching methods and provide personalized support, further facilitating a more efficient and attractive learning environment for students.

Success-motivated students are often more autonomous and involved in school activities, serving as an example for their peers and urging them to develop a sense of responsibility, thus promoting a culture of active engagement. Moreover, students motivated for school success can contribute to a positive and productive socio-emotional climate, being sources of inspiration and effective interlocutors for interpersonal communication and long-term personal development.

The results of the teacher survey

Results of teacher questionnaires following theoretical-experimental research, the success-motivated student's profile highlights a number of traits and behaviors that significantly contribute to achieving academic performance. The experimental study involved 79 teachers, who constituted the group of participants. They were invited to answer the question „What are the qualities and character traits specific to the student motivated for success?” The results in Table 1 show the prevalence of values stipulated in the curriculum, demonstrating the knowledge of curricular objectives and contents by teachers.

Table 1. Personal characteristics of the student motivated for success.

Features	Nr.	%
Self-discipline (emotional self-regulation)	61	77,22
Receptiveness	43	54,43
Creativity	39	49,37
Interest and clarity in setting goals	58	73,42
Self-awareness	38	48,10
Adaptability in managing resources (personal and time resources)	56	70,89
Critical thinking	39	49,37
Responsibility	45	56,96
Perseverance in schoolwork	57	72,15
Assertive communication	53	67,09
Patience	22	27,85
Emotional resilience	50	63,29
Behavioral flexibility	39	49,37
Innovativeness	43	54,43
Initiative	42	53,16
Positive relationship building	35	44,30
Self-confidence and self-esteem	62	78,48
Curiosity	38	48,10
Objective self-assessment	49	62,03
Empathy	41	51,90
Reflectiveness	38	48,10
Personal development and career orientation	53	67,09
Autonomy and self-education	51	64,56
Integrity	42	53,16
Courage to experiment	36	45,57
Respect for diversity	38	48,10

Experimental data reflect the perspective of middle school teachers on character traits that contribute to student success in the school environment. The teachers particularly appreciated self-discipline (77.22%), which they consider a result of a positive attitude towards intellectual development.

Students with a growth mindset, openness to learning and interest in new challenges manage to set clear goals and show perseverance in achieving them. Their self-discipline can be observed through an effective time management, a well-structured study program, and the ability to focus on tasks, avoiding distractions in the school environment. Around 73.42% of teachers surveyed considered that students who show interest and clarity in setting goals are better prepared for academic success, which highlights the importance

of intellectual curiosity. This trait is manifested by the desire of students to ask questions and look for appropriate answers.

Adaptability in managing personal resources and time was appreciated by 70.89% of teachers.

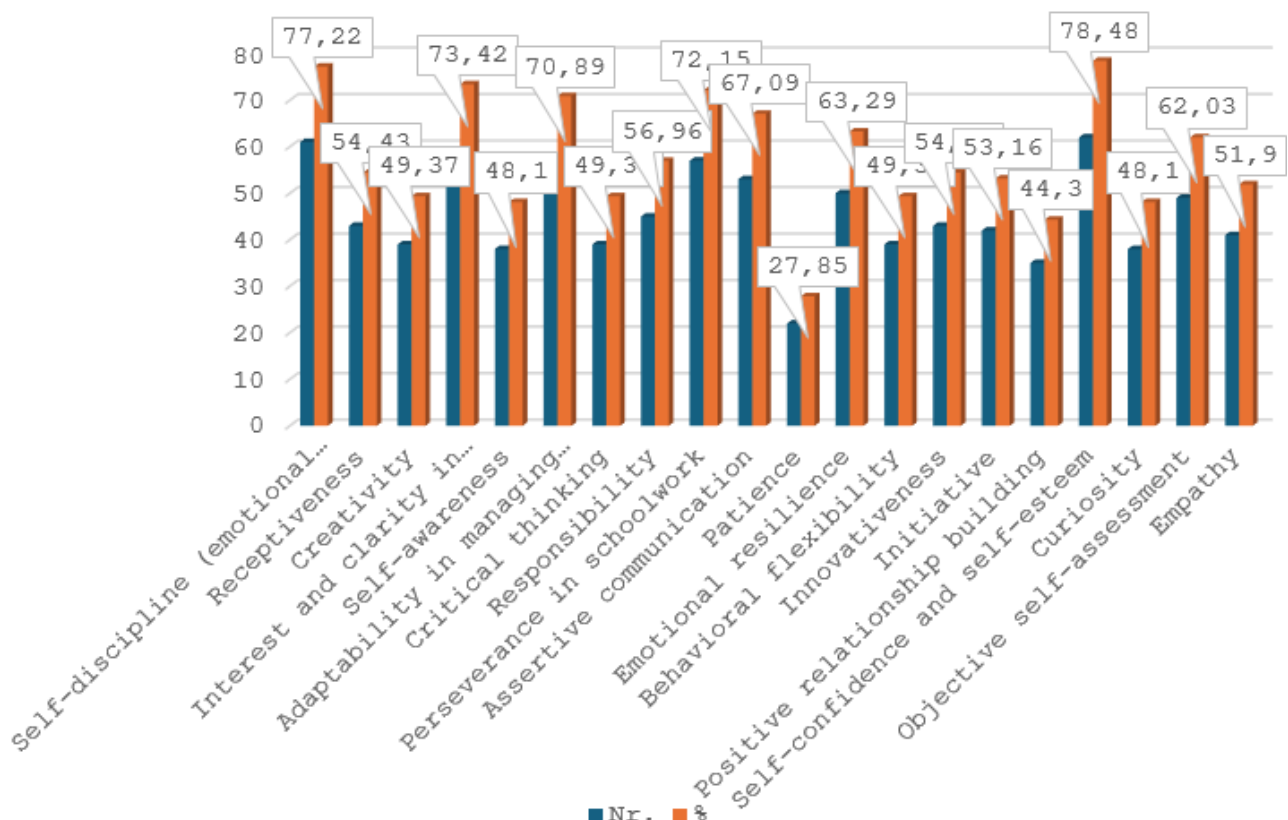
Perseverance in school work, another essential value, was considered important by 72.15% of teachers, being recognized as a key element in achieving school success. Persistent students demonstrate compliance with established deadlines for learning activities and show openness to communication and collaboration.

Assertive communication, considered important by 72.15% of teachers, requires students to collaborate effectively in teams and accept feedback, using constructive criticism for improvement. At the same time, emotional resilience, valued by 63.29% of teachers, is another key indicator of motivation for success. This includes the ability to manage their emotions, stay motivated in the face of obstacles, and continuously seek opportunities for personal development through additional resources such as books or online courses.

Experimental results also emphasize the importance of confidence and self-esteem, aspects appreciated by 78.48% of respondents. Students with a high level of confidence and self-esteem benefit from a support network made up of family, teachers and peers who encourage them, and, thus contributing to their active participation in extracurricular activities and development outside the school framework.

Personal development and professional orientation (67.09%) are interconnected processes that contribute to the formation of a fulfilling career and individual growth. Essential aspects for each of these areas: self-reflection involves assessing your strengths and weaknesses, establishing the values and principles that guide you in life; setting goals (defining short and long term goals), using SMART techniques (specific, measurable, accessible, relevant, time-limited) to formulate your goals. Trust and self-esteem is valued at 78.80 %. Professional orientation involves identifying interests, values, and skills through professional orientation or self-reflection tests.

Figure 1. The value priorities of the student motivated for school success.

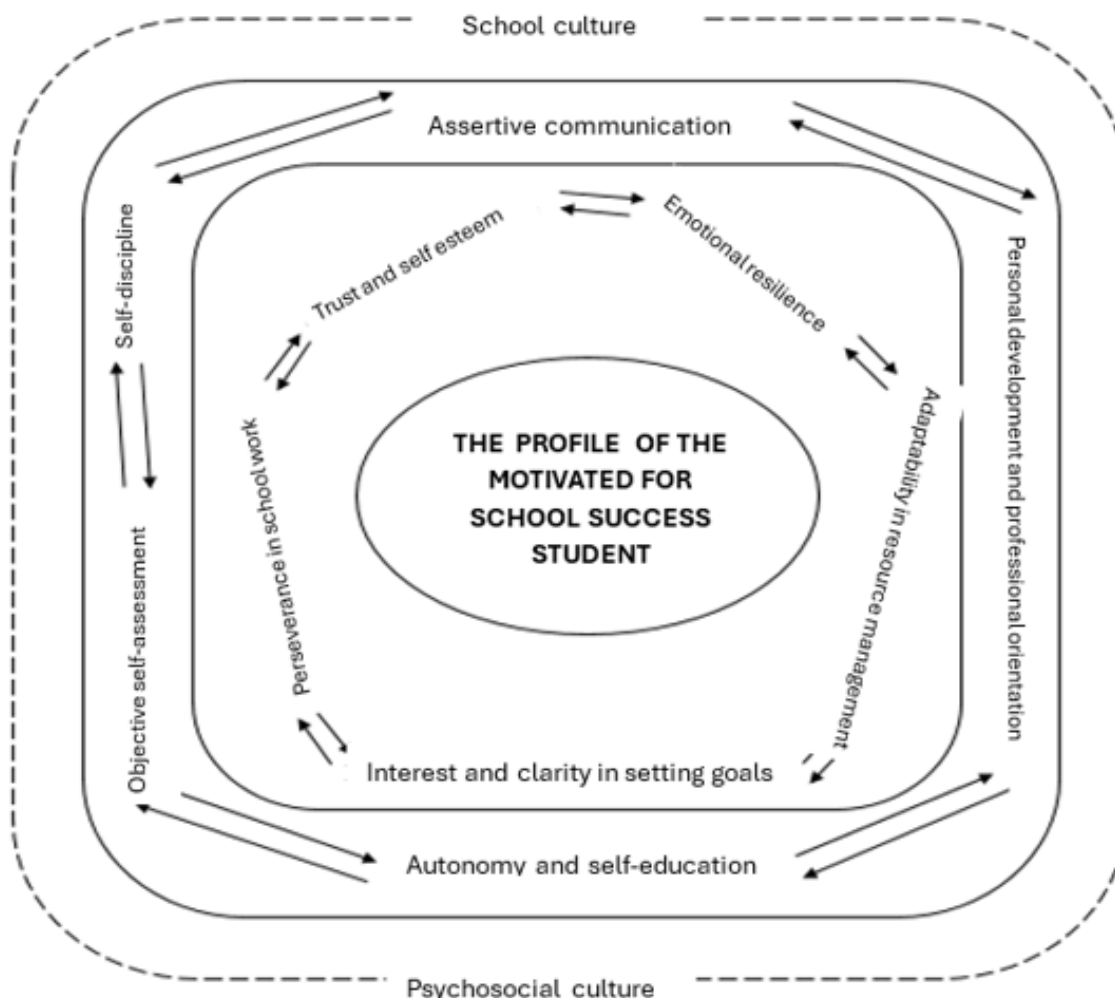


Personal development and professional orientation are processes that complement each other.

Student profile motivated for school success

Good self-knowledge and personal development can help clarify professional goals, and career experiences can provide valuable lessons for personal development. Investing in both areas, students will be able to navigate more easily by providing adequate answers to life's challenges (Figure 2).

Figure 2. Student profile motivated for school success.



In the following, we have detailed the values that define the profile of the student motivated for school success, as illustrated in Fig. 2.

Self-discipline is the ability to complete a task despite changing interests or distractions. This quality is not innate, but is formed by intentional education from parents in childhood or by a systematic process of self-development in later years.

Self-discipline acquired at a more advanced age follows the same principles, but develops without external guidance, which makes it the biggest obstacle for the learner to impose his own rules.

Emotional self-regulation is conceived as the involvement of control and correction of one's own actions on the way to the goal [8, p. 125-135]. Emotional self-regulation influences how we relate to others, conforming to the norms of group coexistence and the way we are perceived and judged by those with whom we interact and can be classified as a defense system, as psychological emotion affects attention, and so on, the ability and speed of reaction of the individual, but also the general behavior. Emotion is in permanent interdependence with the mood, temperament, personality, mood and motivation of the person [12, p. 143-148].

Interest and clarity in setting goals are essential for the student motivated for success, as clear goals are the foundation of perseverance in learning. Studies have shown that students who understand the rationale for studying have more effective learning. Goals provide both direction and motivation and are a bench-

mark of progress. Setting goals helps students prioritize tasks and develop a plan for achieving them, focusing on specific directions.

The goal setting theory, by Edwin Locke and Gary Latham, is based on specific and difficult goals, the relationship between the goal and how it affects, and, mediators intervening in the achievement of objectives, on the relationship between objectives and self-efficacy [11].

According to the Theory of Goal setting, they influence school success by acting on the quality of cognitive self-regulation processes. In learning there are two categories of goals that influence the motivation and success of school learning: learning goals and performance goals.

The benefits of learning objectives are limited to:

(a) promoting the growth mindset and long-term skill development Learning goals encourage the belief that intelligence and skills can be developed through hard work and dedication, which is known as growth mindset [4]. This mindset fosters the development of long-term skills and the continuous pursuit of improvement, ultimately leading to better results over time.

(b) improving adaptability and problem-solving skills Learning goals improve a person's ability to adapt to different situations and develop problem-solving skills by focusing on acquiring new skills and knowledge [19, p. 302-314]. Adaptability enables unforeseen challenges to be addressed and new opportunities to be effectively exploited.

(c) reduce performance anxiety and fear of failure by focusing on improvement and growth rather than fixed results, learning goals help mitigate performance anxiety and fear of failure that are daunting and common to success [7, p. 501-519]. This reduction in anxiety and fear can lead to increased confidence, risk-taking and ultimately better performance.

The benefits of performance targets are:

(1) *Provide clear, measurable results that can stimulate motivation.* Performance targets set well-defined objectives that we can strive for, which can increase motivation and commitment to the task [2]. These clear goals provide a sense of direction and a benchmark for success, helping us stay focused on our goals.

(2) *Encourage concentration and determination for short-term achievements.* Performance goals help us focus on specific, short-term achievements, leading to a sense of accomplishment and progress [10, p. 705-717]. This focus on short-term achievements can provide immediate feedback on performance and help maintain motivation levels.

(3) *Facilitate self-assessment and follow-up of progress.* Setting performance targets allows us to assess our progress, identify areas for improvement and adjust our efforts accordingly [20].

Adaptability in resource management (personal and temporal) lies in the ability to adapt to change and find innovative solutions in new situations. In the educational context, adaptability in resource management involves:

- Adapting to the personalized learning style – identifying the most suitable study methods for each (visual, auditory, kinesthetic).
- Managing emotions – developing strategies to deal with stress, anxiety or boredom, such as relaxation techniques or changing activity.
- Adapting to difficulties – facing obstacles as part of learning and developing a positive attitude towards failure by identifying creative solutions.

Regarding time management, adaptability is manifested by:

- Flexibility of the program – effective planning and adjustment according to tasks and priorities.
- Time management techniques – using daily planning to improve concentration and optimize time.
- Adapting to individual rhythm – personalizing learning to allow for deeper and effective assimilation.

Perseverance in school work is a feature of will, marked by constant and renewed efforts to achieve a goal. Unlike self-control, which is related to short-term goals, perseverance is defined by passion and insistence for long-term achievements [5]. Perseverance involves continuous effort, long-term focus, and facing obstacles even in the absence of immediate reward. Thus, although self-control and perseverance are correlated, they differ in their long-term effects on academic achievement [6].

Studies, such as the one conducted by Ryan and Beamish (2018), show a strong correlation between self-

control and perseverance, demonstrating that helping students maintain short-term attention contributes to developing the resilience and skills necessary for success in more complex long-term tasks [15, p. 43-45].

An important contribution in defining the values of the student's profile motivated for success is the approach of M. Martinez, which identifies four categories of students according to motivation, perseverance and autonomy in learning: transformation-oriented students, performance-oriented pupils, conformist pupils and reluctant pupils [11, p. 1-8].

Table 2. Determining factors of school perseverance.

Factors based on family	Personal factors	Factors based on school	Environmental or social factors
Value given to the education and supervision of parents	Self-control and social and behavioral behavior Association with people Nutrition and physical activity Tobacco, alcohol or drug use Work/school balance Depression Self-esteem Notes on reading, writing and math Motivation and involvement Educational and professional aspirations	Student-teacher relationship Pedagogical and educational practices Practices of management Support for disabled students School climate	Residence and surroundings district Community resources

Assertive communication allows for the open expression of feelings and needs while respecting the opinions of others. The student with assertive communication skills interacts effectively, expressing confidence and solving problems in a constructive way.[3, 100-109].

Emotional resilience refers to the ability to cope with stressful situations, supported by optimism, self-efficacy, and hope. These psychological pillars significantly influence student performance and motivation [19, p. 33-39].

Table 3. Structure of the Emotional resilience [19, p. 33-39].

Physical elements	Mental or psychological elements	Social elements
physical strength, energy, good health and vitality	adaptability, attention and concentration, self-esteem, self-confidence, emotional awareness and regulation, self-expression, lack of prejudice, reasoning skills	interpersonal relationships (work, partner, children, parents, friends, community, etc.), group compliance, sympathy, communication, and cooperation

Self-confidence is the foundation of active involvement in the process of learning and personal development, being essential for the positive perception of oneself. Students with self-confidence assume learning experiences with safety and determination. From this point of view U. Schiopu believes that self-confidence can be achieved directly and quickly in simple situations or in connection with the many attempts for which they were previously made [17, p. 663].

Objective self-assessment is the ability to reflect on your own performance by relating to educational goals. It supports metacognitive development, allowing the student to identify gaps, set a learning pace and optimize their own study strategies. Self-assessment represents the ability of the student to develop and issue valuing assessments regarding their own competences and school performance, in their own person in general [16, p. 15].

Openness to personal development contributes to individual growth through self-reflection practices, lifelong learning, goal setting, feedback acceptance, mindfulness practices, and acceptance of failure as a learning opportunity.

The cyclical model of the self-assessment process emphasizes data collection, analysis and continuous improvement.

Figure 3. The self-assessment process [1, p. 605–618].



Student autonomy is a pedagogical concept developed at the initiative of the Council of Europe, from the '80s, to increase the quality of learning, especially in language teaching. This is a fundamental human need, which assumes the ability of the student to make decisions and act independently in the learning process. Autonomy is manifested by the ability to organize time, set goals and choose appropriate methods to achieve them, while maintaining, support of teachers and parents. *Student autonomy* requires reflective involvement in planning, implementing, monitoring and evaluating learning. The development of autonomy in learning is governed by three basic pedagogical conditions:

- Student engagement – student engagement to share responsibility for learning (affective and metacognitive dimension).

- Student reflection – by helping the student

think critically when planning, monitoring and evaluating their learning (metacognitive dimensions).

- Appropriate use of vocabulary – use of language as the primary means of learning (communicative and metacognitive dimension) [9].

Student autonomy involves a reflective engagement in planning, implementing, monitoring, and evaluating learning. According to social psychology research, autonomy represents the feeling of freedom and initiative in their own actions, and this proactive attitude, specific to the autonomous student, supports intrinsic motivation and interest in the environment. Autonomous students take responsibility for learning by developing self-management skills and critical reflection, and success enhances their intrinsic motivation and efficiency in learning.

Self-education, seen as a social phenomenon, is a continuous process of self-formation and self-development, having a central role in transforming the student from the object of education into an active subject of his own training. In the educational context, self-education aims at designing, self-realization and personal development throughout life, through a series of activities and strategies adapted to each age. This involves several essential steps: self-information, self-training, self-assessment [13, p. 235 - 248].

Self-assessment requires reflectivity on their own performance, and the student learns to adjust their efforts and strategies to improve their results. Thus, autonomy and self-education are essential pillars for the student motivated for success, by strengthening responsibility, the capacity for reflection and the desire for self-development.

Conclusions

The student motivated for school success is characterized by a set of essential traits – self-discipline, perseverance, adaptability, self-confidence and autonomy in learning – which, overall, is characterized by, contribute to the development of a balanced and responsible personality. These traits allow students to ef-

fectively manage their resources, overcome obstacles, and be actively involved in their own educational process. Through self-education and an open-minded attitude towards development, students outline their ability to set and achieve long-term goals, demonstrating resilience and motivation that support lifelong learning. In this way, the values learned not only increase school performance, but are reflected in the ability of students to apply knowledge and skills to situations outside the educational environment, preparing them for life challenges.

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