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## Title

### ***Learning-oriented motivation: Examining the impact of teaching practices with motivational potential***

## Abstract

This study compares the predictive ability of nine different types of motivational practices on the motivational orientation toward learning. Given the nature of undergraduate studies, identifying the most predictive motivational variables on learning orientation allows us to focus our efforts on those motivational practices to guide students to deploy their cognitive resources by focusing on learning and not only on obtaining good grades. The study included Chilean university students from health (n = 398) and education (n = 365) programs. A Bayesian multiple regression was carried out in both groups. The results show strong evidence of a specific effect of motivational practices on motivational orientation towards learning. Although the impact on motivational orientation toward learning may vary slightly across different fields of study, the primary predictors consistently are practices that emphasize importance and foster autonomy. The effect of utility-focused motivational practices is observed only within the predictive model for the group of health students. © 2024 Valenzuela et al. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

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Bayes Theorem; Chile; Humans; Learning; Motivation; Students; Teaching; article; Chilean; cognition; controlled study; education; health student; human; human experiment; learning; male; motivation; multiple regression; open access publishing; predictive model; teaching; therapy; university student; Bayes theorem; Chile; psychology; student; teaching

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