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Influence of Motivation on Academic Learning in High School Students

María Fernanda Mendoza-García

Universidad Laica Eloy Alfaro de Manabí, Extensión Chone, Manabí, Ecuador
Corresponding author email: mariaf.mendoza@pg.uleam.edu.ec

Abstract---*Motivation is of utmost importance for students' academic learning, because it constitutes the starting point for learning, creates the impulse to act, and makes the acquisition of significant knowledge possible. The objective of the research was to analyze how motivation influences the academic learning of high school students at the Dr. Gonzalo Abad Grijalva Educational Unit in Chone. The methodology started through a descriptive study with a mixed approach since qualitative and quantitative data were linked, obtained in the research process, through the application of techniques such as the survey and an interview. The population was represented by 112 high school students in their entirety and 8 tutor teachers from the Dr. Gonzalo Abad Grijalva Educational Unit. The results indicated that 62.5% of students consider that teaching methodology is one of the reasons why they become demotivated when they arrive at school. It was concluded that the main cause that influences the motivation of high school students is the teaching methodology since it generates insecurity and fear of the subjects in them, due to this, they do not pay attention or participate in classes, they do not complete tasks in the classroom or at home, and they also stop socializing with their classmates and teachers.*

Keywords---*academic learning, dysfunctional family, learning problem, motivation, strategy.*

Introduction

Motivation in learning is a process that drives the student to initiate a behavior and maintain it, whether out of self-interest (internal factors) or to obtain a benefit (external factors). It must be clear that the context significantly influences this motivation and, therefore, the behavior. It is also important to note that in the educational context, motivation plays a fundamental role, as it predisposes the student towards learning (Loaiza et al., 2022).

On the other hand, learning begins with the acquisition of knowledge, skills, or abilities, which through experience, instruction, or observation are assimilated and processed, allowing behavior to be permanently or lastingly modified, whether in the way of thinking, feeling, etc. This process is much more complex than it seems since it encompasses several factors that determine it, such as biological, personal, and social, but together they allow us to adapt to the environment and respond to a situation (Guirado Ariza et al., 2022).

In this way, motivation towards learning consists of initiating and maintaining behavior oriented towards an academic goal; it is a multifactorial process since personal, environmental, family, social factors, etc., influence it.

Alvarado et al. (2021), through a correlational investigation, called Motivation and learning styles and their influence on the level of academic performance of students from first to fourth year, concluded that motivational activities directed in the active learning style achieve better achievements than those activities based on the pragmatic and theoretical, and that the problem centers on the lack of knowledge that family members and teachers have on the subject.

They use and Salavera (2018), in his work on the influence of motivation on the learning of fourth grade students, mentions that within the problem of children's academic success is the lack of motivation and stimulation towards them, inside and outside the classroom; concludes that motivation practices generate significant impacts on students within their cognitive, psychological and affective capacities.

Ligeti Stuardo et al. (2020), explain in their research that the motivation of students in learning that the motivational practice in education adheres to three axes: epistemological, historical and sociological, and that the

teachers are the ones who must guide this path to achieve greater results, suggests that being able to learn and perform has a lot to do with wanting; so it is imperative to motivate children.

In Mexico, according to ECLAC studies, in countries such as Chile, Colombia, Uruguay, Panama and Peru, the percentage of students' lack of motivation due to academic learning ranges from 50% to 60%. The problem is specifically linked to the fact that students have problems in the learning acquisition process, due to various individual and collective factors; which demonstrates the difficulties in their process of adaptation and school reintegration in person, since they are affected in various aspects, such as their communicative, social and academic abilities, and these aspects may be related to the demotivation that is observed in various educational institutions (Acosta et al., 2022).

In Ecuador, based on a study developed by three universities on motivation and school learning strategies in high school students, it was concluded that there is a direct and positive association between the study phenomena, but the metacognitive strategy presented an opposite result; that is, it is related negatively. Therefore, this evidence becomes significant because it presents new results (Beltrán et al., 2020).

For the Ministry of Education, when talking about the learning process, it is necessary to refer not only to the skills and knowledge necessary in the process, but also to include the disposition and motivation that favor putting said knowledge into action for the execution of the academic goals and objectives that are intended to be achieved. Thus, both cognitive mechanisms and will (motivation) are required, making evident once again the relationship between the cognitive and the motivational, that is, the degree of interrelation between motivation and learning; which leaves the panorama open for the contemplation of problems such as school dropout that arises in most cases due to the weakness between said interrelation (Rivadeneira et al., 2023).

In the province of Manabí, precisely in Portoviejo, a study carried out at the UTM on the motivation for academic achievement and academic learning in high school students whose results confirmed according to the general hypothesis that there is a relationship between the motivation for academic achievement and academic learning, this relationship is positive but moderate and it was determined that there is a greater number of women than men, with high academic achievement motivation (Cardozo et al., 2010).

In the Dr. Gonzalo Abad Grijalva Educational Unit, where this research was carried out, it was observed that first-year high school students who receive the subject of Language and Literature have no interest in learning, they arrive from home unmotivated, they are easily distracted, they do not understand what the teacher explains, they do not carry out the activities intra-classroom, they do not provide homework and the evaluations have very low scores. It was also observed that teachers do not apply motivation strategies, and their classes are not active. According to the aforementioned, the following research question is raised: How to motivate high school students of the E.U., Dr. Gonzalo Abad Grijalva, to improve academic learning?

The general objective of this research was to analyze how motivation influences the academic learning of high school students at the Dr. Gonzalo Abad Grijalva de Chone Educational Unit in the period 2023-2024; Therefore, to achieve this objective, the causes that influence motivation were initially identified, and in this way to know what factors predominate in the demotivation of students in the face of academic learning (Zhan & Mei, 2013).

About the above, in the next sections, a literary study is presented, as well as the materials and methods, which are directed in the design of a descriptive research with a qualitative-quantitative approach, based on which results were achieved, which allowed establishing the discussion to reach the conclusions.

Materials and Methods

This study was based on descriptive research because the phenomenological aspects of the study variables were considered in terms of motivation (independent variable) versus academic learning (dependent variable) of high school students. Consequently, what was stated by Alban et al. (2020), is brought up, who state that descriptive research “aims to describe the fundamental characteristics of homogeneous sets of phenomena, using systematic criteria that allow establishing the structure or behavior of the phenomena under study, providing systematic and comparable information with that of other sources” (p.4).

To analyze the influence of high school students' motivation on academic learning, we started with a research with a qualitative-quantitative approach since, for Lorenzini (2017), the mixed approach “is a process that collects, analyzes and pours quantitative and qualitative data into the same study” (p.20), as well as “mixed research designs make it easier for the researcher to understand phenomena from a holistic perspective but also with numerical percentages” (Pérez, 2011).

The method used in this study was the analytical-synthetic one, which allowed an exhaustive bibliographic review to be carried out on motivation in the face of academic learning, and then to analyze the study phenomenon.

[Delgado-García \(2010\)](#). This method was used to obtain detailed information on all parts of the problem to obtain a synthesis of said information.

The techniques used were the survey and the interview; A questionnaire was applied to materialize the survey, to the students who make up the high school of the Dr. Gonzalo Abad Grijalva Educational Unit to know what the causes are that influence academic learning. On the other hand, an interview was conducted with the 8 high school tutors to know what strategies teachers use to improve the academic learning of their students.

The population was represented by 112 students who make up the high school and 8 teachers from the Dr. Gonzalo Abad Grijalva Educational Unit. The sample was worked with the total population of interest for this study using non-probabilistic convenience sampling, achieving 100% reliability.

Analysis and Discussion of the Results

The motivation

Motivation constitutes a great stimulus for action, which encourages us to act and move towards achieving the proposed objectives in any aspect of life; that is, motivation is the act of promoting and maintaining behavior oriented towards goals and needs from a cognitive point of view ([Madueña & Carrillo, 2020](#)). Furthermore, it must be considered that the reasons may be internal, such as needs, cognitions, and emotions; On the other hand, external reasons are environmental, of social and cultural origin.

It is also proposed that motivation is the realization of a pleasurable experience or the avoidance of displeasure, but due to its close relationship with education, emotions, and human learning, it is mostly constituted as a voluntary act, however, there has been a wide gap without agreement in defining motivation. Therefore, it is necessary to delve deeper into the types of motivation to relate these contents to the learning process and school performance ([Masacon et al., 2017](#)).

Importance of motivation in learning

The importance of motivation in learning allows, according to [Rivas \(2019\)](#), to promote self-regulated learning in educational practice; Improve students' academic performance; Enhance motivation in motivated teachers, suggesting strategies, methodologies and resources that enhance motivation in their students; Provide tools for students to make use of metacognition and direct their motivation to achieve valuable goals that improve their academic performance and it must be considered that motivated students develop their cognitive and social skills, enhancing the achievement of their objectives Rivas (p.12).

That is, within the educational field, the motivation for academic performance could be considered as the attempt to increase, maintain or improve the skill that is being learned, since, otherwise, if these abilities, skills or learning are not acquired, the student considers it would be a failure ([Jaquinet Aldanás et al., 2019](#)).

[Castillo \(2022\)](#), also states that "performance motivation is a very complex psychological phenomenon" in particular, this type of motivation has an important relationship with the following aspects: the intensity of the motivation, the difficulty of the task to be performed, the mistakes committed during the learning process, the orientation towards achievement or performance, the duration of the motivated performance action, the quality of the result and the attitude on the part of the teachers (p.2).

Motivation encompasses the volitional aspects that are related to the intention to learn and are linked to the duration, intensity, difficulty, and quality of the task, which gives great importance to motivation within the learning process. It is also important to mention that the attitude of teachers corresponds to a predisposing factor within the learning motivation of students, since, if they perceive a negative attitude on the part of their teachers, their external motivation may decrease ([Llana et al., 2019](#)).

Lack of motivation in learning

The lack of motivation in students is also a matter of attitude and interest in learning; In the case of adolescents, demotivation is presented as one of the main factors that affects school performance at the secondary level ([González et al., 2021](#)). Then it is possible to relate the life cycle of adolescence with the lack of motivation to acquire knowledge and skills at the high school level, therefore, if the lack of motivation is related to the learning process, the lack of motivation is established as a negative factor that affects the learning process of students in general ([Usán & Salavera, 2018](#)).

Within a more general perspective, the lack of motivation affects the desire to learn, and this harms academic results. Among the main limitations and difficulties in learning are: the lack of meaning, which considers that learning and school tasks are not important to perform, arguing that education within school does not contribute to the development of life skills; lack of satisfaction with school work, educational tasks are passive or of little use, which could be related to an inadequate teacher-student relationship causing rejection in the student and the desire for attention, students usually express a lack of motivation and poor school performance as ways of demanding the desire for attention from their parents (Rodríguez et al., 2023).

This is why the situations of learning difficulties that are evident in educational units are related to the lack of motivation in the face of the teacher's demands, attitudes of disinterest, irresponsibility in their pedagogical activities, little or no support from the representatives in the educational process, possibly due to the methodology that teachers are using with the student population, in which, due to this reason, low quality of education and inequity in learning opportunities is produced (González & Triana, 2018).

Dimensions of Motivation for learning

Each of the dimensions of motivation for learning is based on the multidimensional approach proposed by Salim (2006), who mentions that it is made up of six dimensions: Assessment for learning, represents a high assessment of the study, the student with a high score in this dimension intends to advance his studies and obtain good grades, considering that this will be important in his future profession; intrinsic motivation, when the person receives negative information about their own ability, or has the idea that it is difficult to improve, then internal and external motivation decrease; group work motivation, the basis of collective work can be found in the theory of sociocultural learning, learning is much better when there is socialization and reciprocal teaching among the students of a group, those who know the least learn from others who use better educational techniques; need for recognition, the student with a strong need for recognition strives to achieve something better to achieve public recognition, this situation influencing positively on academic performance; Self-efficacy is the motivational variable, which determines the level at which the individual copes well with a given situation, where his or her abilities are pushed to the limit and the internal attribution of success, explains that motivation depends on internal causes, stability and controllability (mood, fatigue, effort).

Motivation in the context of the teaching-learning process

One of the questions that individuals ask themselves is How do we learn? As one grows, we develop skills that are linked to learning through experiences, perceptions, and interactions, this being a process guided by parents and teachers. The motivation of the learning process is essential to achieve the comprehensive development of students. This can vary throughout the school period according to the interactive and didactic materials at our disposal. (Alemán et al., 2018).

An important factor for the learning process is the teachers, who are a fundamental part of the process, and intervene in the intellectual and emotional formation of the students (Harandi, 2015). Therefore, it is important to know the levels of motivation, will, and interest that the students show when getting involved in the learning process. For many years, learning was focused purely on the cognitive area; However, currently there are different learning strategies related to the motivational aspect so that the learning process is optimal, encouraging interest actively and accurately. When dealing with learning, it is necessary to relate it to motivation since it allows stimulating the development of the process, since without it, there would be no student interest in carrying out their activities (Ospina Rodríguez, 2006).

The teacher's action to motivate through learning

It is not about motivating students, but rather about creating an environment that allows them to motivate themselves. It makes much more sense to focus our interest on the environment or the learning situation than to try to cause a direct change in the personal components of the students. Those activities or learning situations that offer reasonable challenges due to their novelty, variety, or diversity should be selected; Students should be helped in making decisions, encouraged in their responsibility and independence, and developing their self-control skills (Castillo et al., 2006).

Six areas are recognized in which teachers make decisions that can influence students' motivation to learn: the nature of the task that students are asked to perform, the autonomy that students are allowed in the work, how student

achievements are recognized, group work, evaluation procedures, and classroom time scheduling (Núñez Rodríguez et al., 2010).

Motivational processes that affect learning

Many known factors influence learning capacity. Currently, motivational adaptive patterns are being widely studied. These patterns are those that promote the establishment, maintenance, and achievement of goals that are challenging for the individual. This type of pattern is characterized by the search for achievable challenges, high and effective persistence in the face of obstacles (Olguín López et al., 2023).

Maladaptive patterns are associated with the inability to establish reasonable and valuable goals and with the inability to maintain an effective effort towards those goals, that is, to achieve goals that are within the subject's reach. They are characterized by the avoidance of challenge and low persistence in the face of difficulty. These patterns are not related to intellectual ability, but do affect cognitive performance or performance (Niño et al., 2018).

Factors involved in motivation and learning

The conditions to achieve learning are subject to various factors, these come from the position of the student, teacher and context: Factors related to the student, diversity of formulated objectives, ideals held about the studies, perspectives on achievements, power over the triumphs achieved throughout the studies, capacities for progress and disappointments, skills to study, plan and monitor their work, control over anxieties and effectiveness; factors related to the teacher, didactic intervention, interpersonal relationships, information and feedback towards each student, interests and representation, distribution in the classrooms, behaviors to imitate as undisputed models and different ways of providing a stimulus or sanction to the student and contextual factors, ethical principles practiced in the educational context, institutional and curricular plan, work environment inside the classrooms and participation of families and society (Veytia & Contreras, 2019).

Conditions of motivation and learning

The importance of the goals that one has when learning and their repercussions on school learning, something that helps to understand the motivations of the students is to observe their behavior, what they say and what the students of different ages do when they have to face activities that have to do with learning and thus verifying that the students act pursuing different goals, in some cases it focuses on the mastery of the task and the enjoyment that its completion entails, in other cases it seeks to avoid looking bad in front of others, which can translate into types of apparently contradictory behavior, what counts is preserving one's image before oneself and before others (Batista, et al., 2010).

From adolescence onwards, the concern is to act autonomously, doing things because one wants to or willingly accepting to do them and not because one is forced to, which makes learning negative, which does not happen with children, for whom it is important to look good to others, and to do their homework well (Steinmann et al., 2013).

Motivations that generate learning

Motivation in learning is one of the most important aspects for comprehensive child development seen by Carrillo et al. (2009). These motivations can be:

Interest in the topic of work, the interest that the student has in the specific topic of study intervenes in his motivation for learning, an interesting topic easily triggers the effort necessary to learn it; Cooperative learning allows interdependence between its members, they are organized in small heterogeneous groups that work in a coordinated manner to achieve their goals and solve their academic tasks; feeling of competence, the student feeling competent means thinking that he can learn, which makes it make sense to make the necessary effort to achieve it; personal project, it means seeing school work as a means to achieve it, the feeling of doing what you want and should do, is a very significant element of maturity; feel help from the teacher, the relationship between the students and the teacher is always interactive, their influence is mutual, it is a human, unique commitment, with each student, for them it makes more sense to carry out their intellectual activity if they perceive that the teacher wants to help them; feel help from peers, motivation is determined by the feelings that occur when collaborating, helping or being helped by peers, teamwork projects and tutored teaching among students promote responsibility and encourage effort (pp.21-22).

Academic learning

Learning is the process of acquiring and modifying knowledge or behavior as a result of experience, Firstly, learning involves a behavioral change or a change in behavioral capacity, secondly, said change must be lasting over time and thirdly, another fundamental criterion is that learning occurs through practice or other forms of experience (Mercado-Elgueta et al., 2019).

Importance of learning

It is vitally important for human beings to learn. Fundamentally, for the student, education has presented constant changes in the needs of new generations while maintaining learning based on theory. Likewise, the learning process must be a motivating tool for continuous growth for education from the beginning of development; However, the learning process must be conscious and adaptable to the reality of potential, this motivates students to value their abilities by acting consistently and autonomously, thus changing the way they observe their life, allowing optimal personal and professional growth (Pérez & Hernández, 2014).

Types of learning

For Martínez Rizo (2021), learning is one of the most important skills that people acquire during their lives. Throughout history, human beings have developed various ways of learning. These different types of learning are known as: Receptive learning is the type of learning in which the subject only needs to understand the content to be able to reproduce it, but does not discover anything; discovery learning, the subject does not receive the content passively; discovers concepts and their relationships and rearranges them to adapt them to their cognitive scheme; Repetitive learning occurs when the student memorizes content without understanding it or relating it to his or her prior knowledge; he or she does not find meaning in the content studied; Meaningful learning is the learning in which the subject relates his previous knowledge with the new, thus providing them with coherence with respect to his cognitive structures and observational learning, it is the type of learning that occurs when observing the behavior of another person, called a model (p.10).

Stages of the learning process

The stages of the learning process are a fundamental element, since they start with a procedure through which one goes from not knowing anything to being able to obtain learning. Access to information, it is about knowing how information can be accessed, the facility required to understand basic concepts through online resources is given; processing information, refers to cognitive processes, which analyzes information perceived individually except in some cases together; obtaining knowledge, information is of utmost importance to obtain new knowledge, the learning process is key since it must be systematically acquired and practical application, what has been learned must be put into practice in new situations, similar or completely different, having new knowledge of what is required (Villamizar, 2005).

Learning theories

Learning and the theories that deal with knowledge acquisition processes have had enormous development due to instructional theories, which have tried to systematize the mechanisms associated with the mental processes that make learning possible (Mora, 2019). According to Posso et al. (2020), behavioral theories focus on the study of observable and measurable behaviors, and not on internal mental processes. These can be:

Classical conditioning, Pavlov proposed a type of learning in which a neutral stimulus generates a response after it is associated with a stimulus that naturally provokes that response; behaviorism, perspective formulated by B. F. Skinner (operant conditioning), this theory establishes that learning is a change in the form of behavior based on changes in the environment; reinforcement: Skinner proposed a type of reinforcement for repetitive learning, through which a stimulus increased the probability that a certain previous behavior would be repeated, for which there are various reinforcers, among them are: bonuses, toys and good grades serve as very useful reinforcers and the theory of social learning, Albert Bandura proposes observational or vicarious learning. According to his theory, new behaviors are learned through reinforcement or punishment, or observational learning, in the absence of direct reinforcement through the observation of behavior in other subjects and the rewards or punishments that they obtain (p.6).

Also, [García & Sarabia \(2019\)](#) mention that cognitive theories, focuses on the study of processes such as language, perception, memory, reasoning and problem solving, these are: Discovery learning, the perspective of discovery learning, developed by J. Bruner, attributes great importance to the direct activity of students on reality; meaningful learning, Ausubel and Novak postulate that learning must be meaningful, not rote, and for this new knowledge must be related to the previous knowledge that the learner possesses, the most important thing for learning to occur efficiently was through the deepening of the knowledge that the student already brought with him; cognitivism, for Jean Piaget, knowledge is functional since when a subject is faced with an event that he has already processed in his mind, he can more easily anticipate what may happen in the near future; Constructivism, in its pedagogical current aspect, is a certain way of understanding and explaining the ways in which learning is done, this theory speaks of a perception of one's own experiences that will always be subject to the interpretation of the student and Robert Gagné's topology, he considered that there are internal and external conditions that regulate the learning process, the former refer to the acquisition and storage of abilities that are prerequisites for learning, or that help to achieve it; the latter refer to the various types of contextual events that must be programmed to facilitate learning (p.8). From the results obtained through the survey carried out on students, which consisted of identifying the causes that influence motivation towards academic learning. high school students shown in Table 1.

Table 1
Causes of demotivation

Item	Alternative	F	%
a	Absence of family support	3	2.68
b	Financial problems at home	12	10.71
c	Dysfunctional families	10	8,93
d	Teaching methodology	70	62.5
e	Low self-esteem	6	5.36
f	Problems in social relationships	11	9.82

Source: High school students

According to the analysis of Table 1, 62.5% of the students chose the option Teaching methodology. The results show that the main cause that causes demotivation and does not allow students to have good academic performance is the, Teaching methodology. Table 2 shows moments when the student feels unmotivated.

Table 2
Moments when the student feels unmotivated

Item	Alternative	F	%
a	When you leave your house	10	8.93
b	When you arrive at your school	24	21.43
c	When you enter the classroom	9	8.03
d	When the teacher starts her classes	69	61.61

Source: High school students

Based on the analysis of Table 2, 61.61% of students chose the option When the teacher starts her classes. The results indicate that the period of the academic day in which high school students feel most unmotivated is, When the teacher starts her classes. Table 3 The Main motivators of the students

Table 3
The main motivator of students

Item	Alternative	F	%
a	Parents or representatives	22	19.65
b	Classmates	10	8.93
c	The same student	9	8.04
d	The teacher	61	54.46
e	Other Relatives	5	4.46
f	Friends	5	4.46

Source: High school students

According to the analysis of Table 3, 54.46% of the students selected the option of the teacher. The results show that the main motivator of students to achieve academic learning is the teacher. Table 4 shows the activities that are not done when you are unmotivated

Table 4
Activities that are not done when you are unmotivated

Item	Alternative	F	%
a	Pay attention in class	20	17.86
b	go to school	22	19.65
c	Perform tasks	45	40.18
d	Participate in classes	15	13.39
e	Socialize with colleagues	5	4.46
f	Dialogue with the teacher	5	4.46

Source: High school students

According to the analysis of table 4, 40.18% of the students chose the option perform tasks. The results show that the main activity that students stop doing when they are unmotivated is completing tasks. With the objective of knowing what strategies teachers apply to improve the academic learning of high school students, an interview was conducted with the tutor teachers of the Educational Institution. Teachers were asked if it is important to motivate students to improve academic learning. Teachers consider "It is extremely important to keep high school students motivated and interested in improving the way they acquire knowledge that allows them to learn and interact in academic settings to achieve meaningful learning."

Likewise, they were asked what motivational strategies they use to improve academic learning in their students, "different strategies are applied where students are motivated by applying motivational talks, active learning techniques, including gamification that is now very fashionable" that is, there is a wide variety of strategies that can captivate the student and make them appropriate the new knowledge, the teacher, by staying updated on this topic, can make use of the strategies and choose the one that is most appropriate for their students (Matejevic et al., 2014).

Concerning the most predominant factors why students become demotivated when it comes to learning academically, "there are many factors that influence the mood of students and that in one way or another affect their mind", that is, among these factors are the social changes that are currently being experienced, mechanical classes, the media that do not help in the educational process, and as the most innovative factor, technology, the abuse of technological equipment by students and the little help from parents to facilitate positive use. of these teams.

As to the causes that influence motivation towards academic learning, "there may be many causes as biological, psychological, social and ecological", about high school students, according to the experience obtained, it can be said that the most predominant cause is psychological because many of the students become demotivated by family conflicts, values that have not been well implanted in their upbringing, support from home and they do not want to go to school, this is because they do not like to study since they do not receive the motivation and correct direction from their parents to learn new things.

Once the results are obtained, we can define that the teaching methodology greatly affects the attitude that students assume towards learning, as well as low self-esteem, problems in social relationships, financial problems at home, absence of family support, and also dysfunctional families are framed. As far as the teachers considered that motivation influences academic performance because it affects the attitude that students assume in class, in the development of activities, their interest in investigating and delving into different topics, using motivational strategies such as active techniques, motivational talks, among others, as well as in the relationship established between the teacher and the students. Regarding the most predominant factors that demotivate students, they are mechanical classes, personal problems, economic factor; this does The most predominant cause is psychological because many of the students are demotivated by family conflicts, support from home, all this means that there is no motivation from home to instruct them in the good habit of studying (Oña-Villavicencio & Alcívar-Cedeño, 2025).

OK to the causes of demotivation, in the research carried out by Madueña & Carrillo (2020), who states that according to the results of his study, the lack of motivation of the students due to causes that derive from the social context in which they are immersed, as well as the beliefs originated and nourished by the environment, teachers understand that the environment privileges purely material aspects of life; In this sense, they consider that many students are influenced by the family environment that generally does not promote or encourage a taste for intellectual activity and human values that require some type of effort, commitment or dedication; This result differs

from the present study since the 62.5% of the students indicated that the main cause that causes demotivation and does not allow students to have good academic performance is the Teaching Methodology.

Regarding the academic day when the student feels unmotivated, [González et al. \(2021\)](#) state that when students are unmotivated to acquire new knowledge, they show this attitude at all times due to the little dedication and interest they feel in studying and learning. This also occurs in most classes due to the methodology applied by the teachers, which is traditional and not very attractive to the students; These results differ from the present study since 61.61% of high school students indicated that the period of the academic day in which they feel most unmotivated is when the teacher begins her classes.

Regarding the main motivator of the students, 54.46% of the students stated that the main motivator to achieve academic learning is the teacher, therefore, these data are related to the study carried out by [Alemán et al. \(2018\)](#), who indicate that the main motivator for students to achieve the expected academic results is the teacher, since he is the one who plays a primary role in the teaching-learning process, so the development of his exercise largely depends on part of what students do in their classes.

ANDn as to the activities that are stopped when one is unmotivated, suggests the study carried out by [Rodríguez et al. \(2023\)](#), who indicate that when a student feels unmotivated they generally tend not to participate in class, they are in a state of extreme disinterest in carrying out any activity linked to the school aspect, even being in the same school; The results of these authors differ from the data of the present research, since 40.18% of the students mentioned that the main activity they stop doing when they are unmotivated is performing tasks in class.

Thus, I agree with the considered author's criteria, since not actively participating in classes means that the student does not understand certain topics and therefore will not be able to carry out the tasks, which makes it impossible to deliver them.

Teachers should use motivational strategies that link the content and pedagogical objectives with the skills of the subject content, giving added value to the knowledge and skills they teach in the classroom, allowing students to take ownership of this learning as a fundamental element for their independence and development of their daily lives.

Teachers are recommended to use an active and participatory methodology without forgetting the use of teaching material (images, videos, graphic organizers), virtual educational platforms (online games), and the implementation of motivational dynamics during classes to awaken the interest and maintain the attention of all students. Disseminate talks among teachers of first-year high school courses about the importance of motivation in studies for better academic results, activities, and strategies that promote meaningful learning aimed at improving results.

Limitations

During the development of the research, no limitations were found that prevented its completion, both in the initial field study and the application of the instruments was done without any type of novelty.

Conclusions

Based on the objectives set, plus the bibliographic review on the study variables and by the results obtained, it is concluded that the main cause that influences the motivation of high school students is the teaching methodology., since the Teachers, as guides and motivators, can use strategies such as experiential learning, formative assessment, and positive feedback to encourage active participation and interest in learning. We must also understand that motivation is not a static state, but rather varies over time and between students. Educators must identify the needs and interests of each student to create an environment that encourages individual motivation.

Such is the case that teachers must be flexible and creative when selecting teaching strategies, adapting them to the specific needs of each context. There is a wide variety of strategies that can captivate the student, such as motivational talks, active learning techniques, including gamification, which is now very fashionable, that is, appropriating new knowledge.

Motivation in learning in high school students is one of effort and perseverance, which requires a lot of commitment, since the student must have curiosity, interest in learning, in seeking meaning and, furthermore, the desire to improve; On the other hand, the teacher must create a learning environment with strategies to promote motivation and they must be personalized, adapted to the needs and interests of each individual.

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