



## Motivation in Academic Performance



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### Abstract

Motivation is an essential component of the educational process, which influences learning: what, when and how one learns, contributing to academic performance. The study was developed in the field of psych pedagogy, the objective was to analyze motivation in academic performance, in its development the importance of motivation in the school environment is diagnosed, motivating methodologies in the teaching-learning process are analyzed, and They identify methodologies that favor academic performance. The applied methodology has a mixed approach, it is based on the collection of specialized information on motivation and academic performance, it is descriptive and field, and the data is collected from primary sources of the “Bachillero” Educational Unit. Inductive, analytical, synthetic, and statistical methods and survey, interview and observation techniques are used. The study population is made up of students, teachers and directors, the intentional sample corresponds to 37 people made up of 30 students from the Eighth Basic Year, 6 teachers and the director of the Bachillero Educational Unit. The results show the contribution that motivation generates in academic performance. It is concluded that motivation predisposes the student's commitment to learning, that the use of motivational strategies contributes to capturing interest in the proposed content, and favors the development of a positive attitude towards learning, participation, and the acquisition of significant learning, which has an impact on academic performance.

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## 1 Introduction

The research focuses on the intersection between motivation and academic performance, a process that determines how the way of avoiding and facing educational realities influences academic performance. Motivation is an essential component of the educational process which is linked to both the performance of the teacher and the student. The purpose of the research was to establish the relationship that exists between motivation and academic performance to contribute to the improvement of educational quality. Worldwide, educational systems identify motivation as one of the factors that affect learning ( Fernández-Espínola & Almagro, 2019).

In Ecuador, the Ministry of Education (2020) recognizes the importance of motivation in the teaching-learning process and academic performance, which is associated with emotional, cognitive, and social factors. At the level of basic education, the importance of motivation for the formation of habits, responsibility and awareness about learning is recognized. It is an abstract concept that is used to explain a certain behavior (Molleapaza, 2020), it includes a process by which a behaviour is initiated and directed towards the achievement of a goal (Lugo et al., 2022) and has to do with activation. of cognitive resources for learning with the drive to successfully perform tasks considered a challenge (Trujillo & Bermúdez, 2020).

As a problem, it is identified that in the Bachillero Educational Unit, there is little attention to the motivational component within the teaching-learning process, although teachers apply methodological strategies focused on motivation, its inclusion does not respond to a planned process following the specific learning objectives, as well as Even from home, parents in most cases appear disconnected from their children's educational process; there is no adequate support from home that generates a motivational stimulus in the student to achieve learning goals, as a consequence many students present unsatisfactory academic performance (Junco, 2012; Honicke & Broadbent, 2016).

The research is developed in the field of psychopedagogy because it analyzes how motivation is influenced by the educational environment, its objective is to analyze motivation in academic performance, it presents specific objectives to diagnose the importance of motivation in the school environment, identify methodologies motivators to the teaching-learning process and the benefits of motivation in academic performance are determined.

Recent research exposed by the scientific literature documents the relationship between motivation and academic performance (Formento-Torres et al., 2023) with relevant findings at all levels and different areas of study. Research with a focus on initial education (Carrillo et al., 2020), basic education (Lugo et al., 2022), secondary education (Guzmán-Zamora & Gutiérrez-García, 2020) and at the higher education level (Molleapaza, 2020) stands out (Prieto Andreu, 2020).

From a theoretical point of view, the research is justified because motivation and academic performance comprise a topic of great relevance to education due to the influence they generate on the teaching-learning process. The theory of motivation is widely supported by multiple research that suggests that a high level of motivation is positively correlated with better academic performance, therefore, understanding how motivation influences learning and performance is essential for the design of effective educational strategies (Korthagen et al., 2006; Mishra et al., 2020).

At a practical level, the research offers significant practical implications for teachers, parents and students, because understanding how to motivate can contribute to improving the quality of the teaching-learning process. In addition, the information can be used for teachers to design specific pedagogical strategies aimed at creating a positive learning environment that fosters motivation (Lin et al., 2003; Pedaste et al., 2015).

Finally, the study is relevant because it seeks to leave a precedent on the need to include the “Bachillero” Educational Unit, in the process of updating permanent knowledge and raising awareness among community members to participate in this type of study to achieve significant results. that improve the educational conditions of the campus.

Motivation is an emotional state that predisposes the individual towards action, in this case towards learning (Ruíz, 2020) considered a primary determinant of academic performance, (Guzmán & Gutiérrez, 2020) transversal to the class, which does not have a specific moment but rather the entirety of it is involved, its responsibility is attributed to all the actors who participate in the educational process (Cáceres et al., 2021). It is especially related to the completion of tasks, which depends on factors such as self-efficacy, procrastination and fear of failure, which in turn are predictors of academic performance (Guzmán-Zamora & Gutiérrez-García, 2020).

Motivation is the engine that drives and directs change towards success, an aspect of vital importance that predisposes coherent actions, which will make coexistence pleasant in the growing social and cultural process of each individual, which contributes to determining their personality (Nevarez & Intriago, 2021). Motivation is a continuum in which intrinsic and extrinsic motivation fall in the middle, and motivation falls at the extremes. Intrinsic motivation

controls actions and seeks intellectual stimulation and the predisposition to learn new things, while extrinsic motivation is motivated to achieve a goal through external actions (Trujillo & Bermúdez, 2020).

Both types of motivation play a transcendental role in the teaching-learning process because a motivated student sets objectives, strengthens his knowledge and develops his potential, which is why it becomes important to apply motivational strategies in class that allow active participation (Choez Galarza, 2022). Likewise, the lack of motivation causes poor performance in the student, which is why it is required that a favorable environment be generated in the classroom to provoke enthusiasm and arouse interest (Romero et al., 2020).

#### Academic performance

Academic performance corresponds to a relevant area of research because the identification of the elements that affect it favors the design of strategies to strengthen it. Numerous research point out the variables that condition performance, highlighting motivation (Guzmán-Zamora & Gutiérrez-García, 2020), which is classified as a strong predictor of academic performance (Formento-Torres et al., 2023).

Academic performance is the result of several biological, psychological, economic and sociological factors that influence and determine the results of the teaching-learning process. It is also considered an indicator of the learning achieved by the student, which is why it is taken as a reference for educational quality (Cardenas et al., 2020).

Academic performance is one of the most important variables of the teaching-learning process, it encompasses the relationship between what the student must learn and what he has learned, the result of the learning raised by the pedagogical intervention of the teacher and produced by the student, the sum of the elements that act in and since the person learns (Cajulso & Rivas, 2021).

## 2 Materials and Methods

The study is based on a mixed approach in which qualitative and quantitative data are combined. Quantitative data collection is used based on numerical measurement and statistical analysis to establish the relationship between motivation and performance, while from the qualitative approach specialized bibliographic information is selected to interpret motivation and academic performance (Pincay et al., 2018).

It has a descriptive scope, through which properties and characteristics of motivation and academic performance are specified. Descriptive research is ideal for the decomposition of the categories and elements that make up a study problem (Alban et al., 2020). Fieldwork is carried out in the Bachillero Educational Unit, the context in which the data that support this study are collected.

Inductive, analytical, synthetic and statistical methods are used. The inductive method was used to start from a hypothesis about how motivation impacts academic performance based on the available theories. Using the analytical method, the variables were broken down into different elements for their understanding. The synthetic method was used to draw conclusions and the statistical method was used to process the quantitative data.

The techniques used are the survey, participatory observation and interview. The survey is structured with five closed multiple-choice questions and is addressed to the teachers of the Bachillero Educational Unit, its instrument is the questionnaire.

The observation uses the observation guide as an instrument through which information is recorded on four aspects with which we sought to assess how motivation contributes to academic performance. Finally, the interview with its instrument, the interview guide, is made up of four open questions addressed to the director of the Bachillero Educational Unit.

The study population is made up of 300 people who correspond to teachers, students and directors of the Bachillero Educational Unit. An intentional sample is selected that corresponds to 37 people, made up of 30 students from the Eighth Basic Year, 6 teachers and the director of the Bachillero Educational Unit. All statistical data collected were processed using the Microsoft Excel program and represented as a percentage (McDonough et al., 2013).

## 3 Results and Discussions

Below are the results collected through the application of the survey to teachers, observation of students and interview with the director of the Bachillero Educational Unit. When asking teachers if they motivate students during class development, the results are shown in Figure 1.

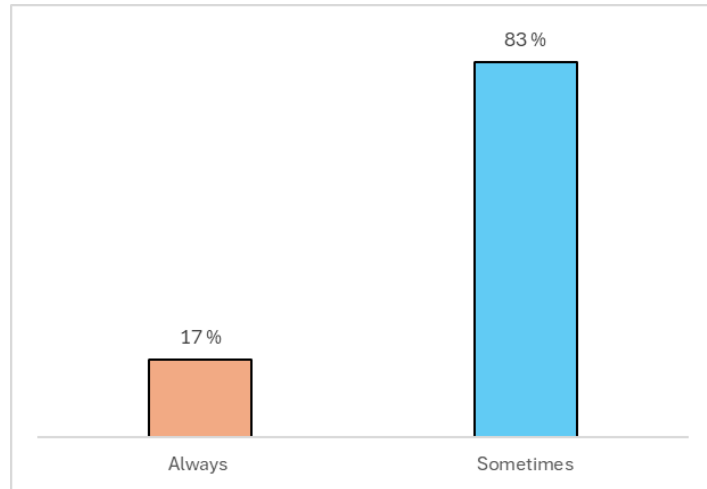


Figure 1. Teachers motivate students during class development

It was found that 83% of teachers do it sometimes, and 17% do it always, noting that the teacher must prepare in a way that achieves more motivation in the students. Teachers were asked about the type of motivational strategy they use in the classroom, showing the results in Figure 2.

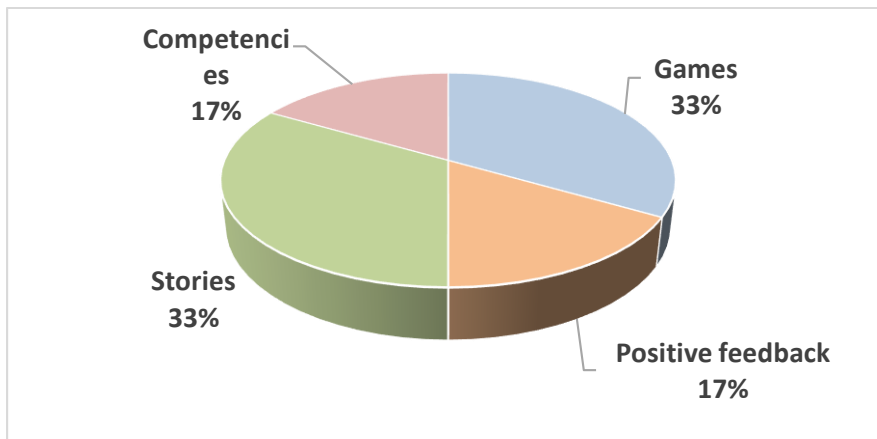


Figure 2. Type of motivational strategy used in the classroom

It is noted that teachers apply different types of motivational strategies in the classroom, resulting in 17% using positive feedback, in this same percentage teachers use competitions, 33% use stories and the same percentage use games. There is a greater tendency for teachers to use stories and games as a motivational element. In addition, teachers were asked if students have adequate motivation from home; the results are shown in Figure 3

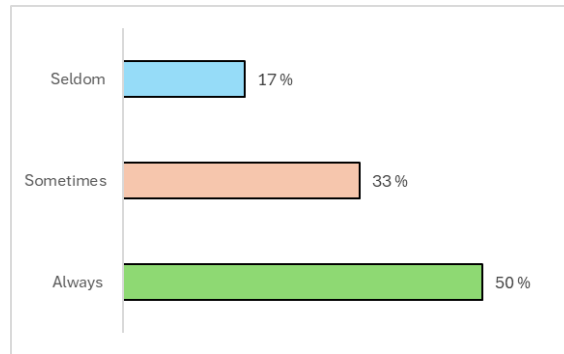


Figure 3. Students have adequate motivation from home

It was also investigated whether an adequately motivated student has a greater commitment to their learning in Figure 4.

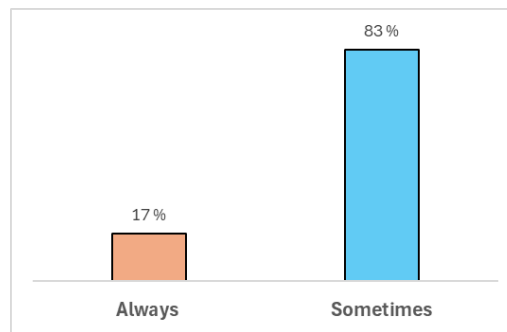


Figure 4. A properly motivated student has a greater commitment to their learning

Finally, they were asked if a properly motivated student has a greater commitment to learning, with 83% stating that they always do and 17% stating that sometimes. These results show that there is no adequate motivation among students from home and that teachers are aware of the relationship that exists between motivation and learning.

Figure 5 presents the results of the observation carried out during the development of a class hour with the participation of the students of the eighth basic year of the Bachillero Educational Unit, with the use of the motivational strategy of positive feedback.

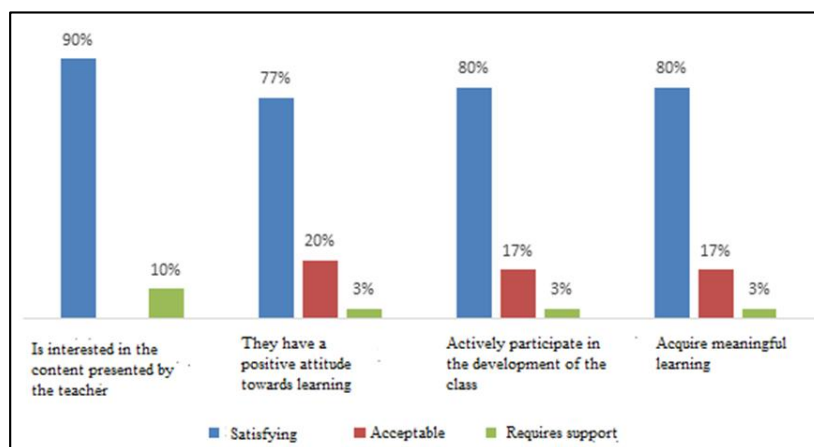


Figure 5. Observation of students

The observation contemplated four aspects with which we sought to assess how motivation contributes to academic performance. At the beginning of the class, the teacher applied the motivational strategy of positive feedback, obtaining the following results during the development of classes.

Regarding the interest in the contents presented by the teacher, 90% of the students are at a satisfactory level, and 10% require support. In the aspect of positive attitude to learning, it was found that 77% of the students presented a satisfactory level, 20% were at an acceptable level and 3% required support. Regarding participation in the development of the class, 80% have a satisfactory performance, 17% acceptable and 3% require support, to the acquisition of significant learning, 80% have a satisfactory level, 17% acceptable and 3% require support.

Finally, the results of the interview applied to the director of the Bachillero Educational Unit are presented.

Firstly, he was asked: What is his opinion about the importance of motivation in the academic performance of students? In this regard, the interviewee points out that motivation comprises an indispensable element of the teaching-learning process because it focuses on contributing the necessary stimulus for the student to feel committed to their learning.

He was also asked what strategies or programs the institution has implemented to promote student motivation. The interviewee maintains that at the institutional level, in the course meetings and meetings that are held, emphasis is placed on the application of strategies focused on motivation such as verbal stimuli, symbolic recognitions, integration, and student support in general methodologies that help the student feel supported (Amrai et al., 2011; Harandi, 2015).

Next, they asked how the motivation needs of students in special situations are addressed, such as those who may be unmotivated or at risk of dropping out of school. It was stated that when students are identified in situations of risk or dropping out of school, the parents of the students are called. family to strengthen the school bond and ensure the permanence of the child in the educational process (Bell et al., 2012).

Finally, he was asked how to evaluate the effectiveness of the motivation strategies implemented in the institution, to which the interviewee stated that the efforts made at the institutional level regarding motivation are important, however, greater monitoring of the component is needed. motivational to establish the potential benefits that it has in the educational process.

The results show that at the teaching and management level, the benefits that motivation offers to academic performance are known, so there is an interest in promoting practices that promote motivation, these results agree with Cajulso & Rivas (2021), who maintain that The greater the motivation, the greater the academic performance and with Formento-Torres et al. (2023), who emphasize the importance of implementing motivational interventions to improve academic performance.

But they differ from the findings of Corredor-García & Bailey-Moreno (2020), who found that motivation does not guarantee academic performance, since the classroom climate and teaching strategies have more impact on it. Among the motivational strategies used by teachers, games and stories stand out, results that agree with Cajamarca et al. (2020), who determined the effectiveness of using the motivational strategy of gamification for learning. Regarding the benefits that these motivational strategies provide, Duarte-Herrera et al. (2019), highlight that they enhance the needs for security, self-learning, development and transcendence and Cabell-Rosales & Pérez-Azahuanche (2021), maintain that these promote highly positive learning, favor autonomy and they help learn to learn.

Regarding the participation of parents in motivating their children's learning, it was determined that in most cases there is no adequate motivation. According to Renta Davids et al. (2019), the training of family members is a powerful strategy to increase motivation. of the students because it allows them to regain interest in the learning contents, a key action for teaching support if the appropriate conditions are provided, such as incorporating the interests and needs of the family, a privileged way to channel the active participation of the entire educative community. For their part, Ansong et al. (2019), suggest that family support is essential for motivation because it creates self-concepts that generate self-efficacy.

It was established that motivation predisposes students to learn, which coincides with Nieto-Márquez et al. (2021), who maintain that motivation generates an impact on metacognitive regulation and the achievement of academic achievement, with Formento-Torres et al. (2023), who found a relationship between motivation and learning and Ruíz (2020), who identified that this positively predisposes the student.

Through the results of the observation, it was established that motivational strategies favor student performance, because they stimulate their interest, and allow the development of a positive aptitude towards learning and participation, which in turn generates significant learning. Results coincide with Nevarez & Intriago (2021), who found that motivation favors the metacognitive process discharged from creativity, flexibility, vision, values and emotions, with Rivera et al. (2020), who identified it as the starting point for learning, which creates the impulse to act and makes learning possible.

In addition, they correlate with Armas (2019), who found that when students' needs are covered, they become motivated to learn and develop their interests through activities that engage them with new learning flows, with intrinsic motivation being the driving force of meaningful learning.

## 4 Conclusion

The use of motivational strategies contributes to capturing interest in the proposed content, favors the development of a positive attitude towards learning, participation and the acquisition of significant learning, among which games, stories, verbal stimuli, and recognition stand out. symbolic, integration, student support, and those that help the student feel supported. Through positive feedback, students achieve adequate interest in the content presented by the teacher, show a positive attitude to learning and participate in the development of the class, which favors the acquisition of significant learning.

### *Conflict of interest statement*

The authors declared that they have no competing interests.

### *Statement of authorship*

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

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