



## **Influence of Motivation on Academic Learning In High School Students**



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### **Abstract**

Motivation is of utmost importance for students' academic learning because it constitutes the starting point for learning, creates the drive to act, and makes the acquisition of significant knowledge possible. The research aimed to analyze how motivation influences the academic learning of high school students at the Dr. Gonzalo Abad Grijalva Educational Unit in Chone. The methodology began with a descriptive study with a mixed approach, linking qualitative and quantitative data obtained during the research process through the application of techniques such as surveys and interviews. The population was represented by 112 high school students and 8 tutor teachers from the Dr. Gonzalo Abad Grijalva Educational Unit. The results indicated that 62.5% of students believe that teaching methodology is one of the reasons they lose motivation when they start school. It was concluded that the main factor influencing high school students' motivation is teaching methodology, as it generates insecurity and fear of subjects. As a result, they don't pay attention or participate in class, don't complete their homework in the classroom or at home, and stop socializing with their classmates and teachers.

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## 1 Introduction

Motivation in learning is a process that drives the student to initiate a behavior and maintain it, either 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 (Peña et al., 2022).

On the other hand, learning starts with the acquisition of knowledge, skills, or abilities, which, through experience, instruction, or observation, are assimilated and processed, allowing behaviors to be modified permanently or lastingly, whether in the way of thinking, feeling, etc. This process is much more complex than it seems because 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 et al., 2022).

Thus, learning motivation consists of initiating and maintaining goal-oriented behavior. It is a multifactorial process, influenced by personal, environmental, family, social, and other factors.

Alvarado et al. (2021), through a correlational research, 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 towards the active learning style achieve better results 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.

Usan & Salavera (2018), in their work on the influence of motivation on the learning of fourth-grade students, mention that the problem of children's academic success includes low motivation and stimulation towards them, inside and outside the classroom; they conclude that motivational practices generate significant impacts on students within their cognitive, psychological, and affective capacities.

Ligeti et al. (2020), explain in their research that students' motivation in learning that motivational practice in education, adheres to three axes: epistemological, historical and sociological, and that 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 studies by ECLAC, in countries such as Chile, Colombia, Uruguay, Panama, and Peru, the percentage of students lacking motivation for academic learning ranges from 50% to 60%. The problem is specifically linked to the fact that students struggle with the learning process due to various individual and collective factors. This demonstrates the difficulties they face in adapting to and reintegrating into school in person, as they are affected in various aspects, such as their communicative, social, and academic abilities. These aspects may be related to the lack of motivation 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 negatively related. Therefore, this evidence gains significance because it presents new results (Beltrán et al., 2020).

For the Ministry of Education, when speaking about the learning process, it is necessary to refer not only to the skills and knowledge necessary for the process, but also to include the disposition and motivation that favor putting said knowledge into practice to achieve the academic goals and objectives to be achieved. Thus, both cognitive mechanisms and willpower (motivation) are required, highlighting once again the relationship between the cognitive and motivational aspects, that is, the degree of interrelation between motivation and learning. This opens the door to addressing problems such as school dropout rates, which arise in most cases due to the weakness of this interrelation (Rivadeneyra et al., 2023).

In the province of Manabí, precisely in Portoviejo, a study carried out at the UTM on academic achievement motivation and academic learning in secondary school students, whose results confirmed, according to the general hypothesis, that there is a relationship between academic achievement motivation and academic learning. This relationship is positive but moderate, and it was determined that there are more women than men with high academic achievement motivation (Cardozo et al., 2020).

At 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 come home unmotivated, they are easily distracted, they do not understand what the teacher explains, they do not carry out the activities In-classroom situations, they don't submit homework, and assessments have very low scores. It was also observed that teachers don't implement motivational strategies and their classes are not active (Duff et al., 2004). Based

on the above, the following research question is posed: How can high school students at the U.E. Dr. Gonzalo Abad Grijalva be motivated to improve academic learning?

The present research had a general objective to analyze how motivation influences the academic learning of high school students at the Dr. Gonzalo Abad Grijalva de Chone Educational Unit during the 2023–2024 period. To achieve this objective, the causes that influence motivation were initially identified, thereby understanding which factors predominate in students' demotivation toward academic learning.

In reference to the above, the following sections present a literary study, as well as the materials and methods, which are directed towards the design of a descriptive research with a qualitative-quantitative approach. Based on these results, a discussion was established to reach the conclusions.

## 2 Materials and Methods

This study employed a descriptive research approach, focusing on the phenomenological aspects of the study variables, specifically motivation (independent variable) and academic learning (dependent variable), among high school students. Consequently, what was stated by [Guevara et al. \(2020\)](#) is suggested, 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 information comparable with that of other sources" (p. 4).

To analyze the influence of high school students' motivation on academic learning, we started with qualitative-quantitative approach research since, for [Lorenzini \(2017\)](#) the mixed approach "is a process that collects, analyzes and pours quantitative and qualitative data in the same study" (p.20), as well as "mixed research designs facilitate the researcher's understanding of phenomena from a holistic perspective but also with numerical percentages" ([Pereira, 2017](#)).

The method used in this study was analytical-synthetic, which allowed for an exhaustive bibliographic review on motivation for academic learning, and then an analysis of the study phenomenon ([Delgado-García, 2020](#)). This method was used to obtain detailed information from all parts of the problem in order to obtain a synthesis of said information.

The techniques used were surveys and interviews. A questionnaire was administered to high school students at the Dr. Gonzalo Abad Grijalva Educational Unit to determine the factors that influence academic learning. Interviews were also conducted with the eight high school tutors to determine the strategies teachers use to improve their students' academic learning.

The population consisted of 112 high school students and eight teachers from the Dr. Gonzalo Abad Grijalva Educational Unit. The sample was drawn from the entire population of interest for this study using non-probability convenience sampling, achieving 100% reliability.

## 3 Results and Discussions

### *The motivation*

Motivation constitutes the greatest stimulus for action, encouraging us to act and move toward achieving our proposed goals in any aspect of life. That is, motivation is the act of driving and maintaining goal-oriented behavior and needs from a cognitive perspective ([Padilla, 2020](#)). Furthermore, it should be considered that motives can be internal, such as needs, cognitions, and emotions, while external motives are environmental, social, and cultural in nature.

Motivation is also considered to be the pursuit of a pleasurable experience or the avoidance of displeasure. However, due to its close relationship with education, emotions, and human learning, it is mostly considered a voluntary act. However, there has been a lack of agreement on the definition of motivation. Therefore, it is necessary to delve deeper into the types of motivation to relate these contents to the learning process and academic performance ([Huilcapí et al., 2017](#)).

### *Importance of motivation in learning*

[Rivas \(2019\)](#) states that the importance of motivation in learning allows:

Promote self-regulated learning in educational practice; Improve students' academic performance; Enhance motivation in motivated teachers by suggesting strategies, methodologies, and resources that enhance motivation in their students; Provide tools for students to use metacognition and direct their motivation to achieve valuable goals that improve their academic performance. It should be noted that motivated students develop their cognitive and social skills, enhancing the achievement of their own objectives (p. 12).

That is to say, 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, on the contrary, if these skills, abilities, or learning are not acquired, the student considers that it would be a failure (Aldanás et al., 2019).

Castillo (2022) states that "performance motivation is a very complex psychic 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 made 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 of the teachers (p.2).

Therefore, 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. Also, it is 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 (Llanga, 2019).

#### *Lack of motivation in learning*

Lack of motivation in students is also a matter of attitude and interest in learning; in the case of adolescents, lack of motivation is presented as one of the main factors affecting academic performance at the secondary level (González et al., 2021). It is then possible to relate the life cycle of adolescence to the lack of motivation in acquiring knowledge and skills at the high school level. Therefore, if lack of motivation is related to the learning process, 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: lack of meaning, which considers that learning and schoolwork are not important to do, arguing that education within the school does not contribute to the development of life skills; lack of satisfaction with schoolwork, 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 often express lack of motivation and poor academic performance as ways of claiming the desire for attention from their parents (Zambrano et al., 2023; López Jr et al., 2022).

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 teacher demands, attitudes of disinterest, irresponsibility in their pedagogical activities, little or no support from 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 occur (González & Triana, 2018).

#### *Dimensions of Motivation for Learning*

Each of the dimensions of learning motivation are based on the multidimensional approach proposed by Salim (2019), who mentions that it is made up of six dimensions: Valuation for learning, represents a high valuation of the study, the student with a high score in this dimension, intends to get ahead in their studies and obtain good grades, considers that this will be important in their future profession; intrinsic motivation, when the person receives negative information about their own capacity, 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, you learn much better when there is socialization and reciprocal teaching among the students of a group, those who know less learn from others who handle 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 positively influencing academic performance; Self-efficacy is the motivational variable that determines the level at which the individual copes well with a given situation, where his or her capabilities 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 integral development of students, this may vary during the school period according to the interactive and didactic materials at our disposal, motivation is linked to effort and perseverance which will be decisive to demonstrate the development of each student (Alemán et al., 2018; Fletcher et al., 2002).

An important factor for the learning process are the teachers, being this a fundamental part of the process, which intervenes in the intellectual and affective formation of the students, therefore, it is important to know the levels of motivation, will and interest that 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 trying to learn it is necessary to relate it to motivation since it allows to stimulate the development of the process, since without this there would be no interest of the student in carrying out their activities (Ospina, 2019).

### *The teacher's actions 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 trying to provoke a direct change in the personal components of the students. Those activities or learning situations that offer reasonable challenges and challenges due to their novelty, variety, or diversity should be selected; students should be helped in decision-making, their responsibility and independence should be encouraged, and their self-control skills should be developed (Castillo et al., 2021).

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 their work, the way in which students' achievements are recognized, group work, assessment procedures, and the scheduling of time in the classroom (Núñez et al., 2020).

### *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 pose a challenge to the individual. This type of pattern is characterized by the search for achievable challenges and high and effective persistence in the face of obstacles (Olguín et al., 2023).

Maladaptive patterns are associated with the inability to set 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. It is characterized by the avoidance of challenge and low persistence in the face of difficulty. These patterns are not related to intellectual ability, but they do affect cognitive performance (Niño et al., 2018).

### *Factors involved in motivation and learning*

The conditions for achieving 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 that are had about studies, perspectives on achievements, faculty over the triumphs reached throughout the studies, capacities for progress and disappointments, skills to study, plan and monitor their own work, control over anxieties and effectiveness; factors related to the teacher, didactic intervention, interpersonal relationships, information and feedback to each student, interests and representation, distribution in classrooms, behaviors to imitate as indisputable models and different ways of providing encouragement or sanction to the student and contextual factors, ethical principles practiced in the educational context, institutional and curricular plan, work environment within the classrooms and participation of families and society (Veytia & Contreras, 2019).

### *Conditions of motivation and learning*

The importance of the goals that are had 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 students of different ages do when they have to face activities that have to do with learning and thus verifying that students act pursuing different goals, in some cases it focuses on the mastery of the task and the enjoyment that its realization supposes, in other cases it seeks to avoid looking bad in front of others, which can translate into apparently opposing types of behavior, what counts is preserving one's own image before oneself and before others (Batista, et al., 2019). From adolescence onwards, the concern arises about acting 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 is not the case with children, with whom it is important to be well-liked by others and to do their homework well (Steinmann et al., 2018).

### *Motivations that generate learning*

For Carrillo et al. (2019), motivation in learning is one of the most important aspects for comprehensive child development. These motivations can be:

Interest in the subject of work, the interest that the student has for the specific subject of study intervenes in his motivation for learning, an interesting subject easily triggers the effort necessary to learn it; cooperative learning, allows interdependence between its members, they are organized into 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 supposes that he can learn, which favors that it makes sense to make the effort necessary to achieve it; personal project, involves seeing schoolwork as a means to achieve it, the feeling of doing what you want and should do, is a very significant element of maturity; feeling help from the teacher, the relationship between students and the teacher is always interactive, their influence is mutual, it is a human commitment, singular, 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; feeling help from colleagues, motivation is determined by the feelings that are produced when collaborating, helping or being helped by colleagues, teamwork projects and tutored teaching between 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. First, learning involves a behavioral change or a change in behavioral capacity; second, said change must be lasting over time; and third, another fundamental criterion is that learning occurs through practice or other forms of experience (Mercado et al., 2019).

### *Importance of learning*

Learning is vitally important for human beings, especially for students. Education has undergone constant changes in response to the needs of new generations, maintaining a theory-based learning experience. Likewise, the learning process should be a motivating tool for continuous growth in 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 and act consistently and autonomously, thus changing the way they view their lives and allowing for optimal personal and professional growth (Pérez & Hernández, 2018).

### *Types of learning*

For Martínez (2021), learning is one of the most important skills people acquire throughout their lives. Throughout history, humans have developed diverse 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 reproduce it, but does not discover anything; discovery learning, the subject does not receive the contents passively; he discovers the concepts and their relationships and reorders them to adapt them to his cognitive scheme; repetitive learning, occurs

when the student memorizes contents without understanding them or relating them to their previous knowledge, does not find meaning in the contents studied; significant learning, is the learning in which the subject relates his previous knowledge with the new ones, thus providing them with coherence with respect to their cognitive structures and observational learning, 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 a procedure by which one goes from not knowing anything to achieving learning. Access to information, it is about knowing how information can be accessed, the facility required to understand basic concepts is given through online resources; process information, refers to cognitive processes, which analyzes information perceived individually except in some cases together; obtaining knowledge, is the information is of utmost importance to obtain new knowledge, the learning process is key since it must be acquired systematically 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, 2020).

### *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 (Mesén, 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, a 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, by which a stimulus increased the probability that a certain previous behavior will be repeated, which is why 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 through 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 focus 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 has, 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 has already been 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 we learn, this theory speaks of a perception of one's own experiences that will always be subject to the interpretation of the student and topology of Robert Gagné, considered that there are internal and external conditions that regulate the learning process, the first ones refer to the acquisition and storage of capacities that are prerequisites for learning, or that help to achieve it; the second ones refer to the different types of contextual events that must be programmed to facilitate learning (p.8). From the results obtained through the survey conducted with students, which consisted of identifying the causes that influence motivation towards academic learning among high school students, in Table 1, the causes of demotivation are shown.

Table 1  
Causes of demotivation

Item	Alternative	F	Percentage (%)
a	Lack of family support	3	2.68
b	Financial problems at home	12	10.71

Item	Alternative	F	Percentage (%)
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
	Total	112	100

Source: High school students

According to the analysis of table #1, 62.5% of the students chose the option Teaching methodology results show that the main cause of demotivation and does not allow students to have good academic performance, Teaching methodology. In Table 2, the moments in which students feel demotivated are shown

Table 2  
Moments when the student feels unmotivated

Item	Alternative	F	Percentage (%)
a	When he leaves his house	10	8.93
b	When he arrives at his school	24	21.43
c	When you enter the classroom	9	8.03
d	When the teacher starts her classes	69	61.61
	Total	112	100

Source: High school students

Based on the analysis of table #2, the 61.61% of students opted for the option When the teacher starts her the results indicate that the period of the academic day in which high school students feel most demotivated is, When the teacher begins her classes. Table 3 shows the students' main motivators.

Table 3  
Main motivator of students

Item	Alternative	F	Percentage (%)
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
	Total	112	100

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 for students to achieve academic learning is the teacherTable 4 shows the activities that are not carried out when one is unmotivated.

Table 4  
Activities that are not done when you are unmotivated

Item	Alternative	F	Percentage (%)
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 peers	5	4.46

Item	Alternative	F	Percentage (%)
f	Dialogue with the teacher	5	4.46
	Total	112	100

Source: High school students

According to the analysis of Table #4, 40.18% of the students chose the option to perform tasks. The results show that the main activity students stop doing when they are unmotivated is completing homework. To learn what strategies teachers use to improve high school students' academic learning, an interview was conducted with the institution's tutor teachers.

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, he was 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, which is very fashionable now." That is, there is a wide variety of strategies that can captivate students and help them appropriate new knowledge. By keeping up to date on this topic, teachers can use the strategies and choose the one that is most appropriate for their students.

Regarding the most predominant factors that cause students to 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, media that do not help in the educational process, and as a more novel factor, technology, the abuse of technological equipment by students and the lack of help from parents to facilitate a positive use of these devices.

As to the causes that influence motivation towards academic learning, "there may be many causes show 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 implemented 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 the correct direction from their parents to learn new things ([Moreira-Morales & García-Loor, 2024](#)).

Once the results are obtained, we can define that the teaching methodology greatly influences the attitude that students assume towards learning, as well as low self-esteem, problems in social relationships, economic problems at home, lack of family support, also it is framed within dysfunctional families. Teachers considered that motivation influences academic performance because it affects the attitude students assume in class, the development of activities, their interest in researching and delving into different topics, using motivational strategies such as active techniques, motivational talks, among others, as well as the relationship established between the teacher and students. Regarding the most predominant factors that demotivate students, they are mechanical classes, personal problems, and economic factors; this means that the most predominant cause is psychological because many students become demotivated due to family conflicts, support from home, and all of which lead to a lack of motivation from home to instruct them in good study habits.

### Discussion

The causes of demotivation, in the research carried out by [Padilla \(2020\)](#), who states that according to the results of his study, the lack of motivation of students due to causes that derive from the social context in which they are immersed, as well as beliefs originated and fed 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 the taste for intellectual activity and human values that require some type of effort, dedication or commitment; this result differs from the present study since 62.5% of students indicated that the main cause that causes demotivation and prevents good academic performance in students is the teaching methodology.

Regarding the academic day where 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 teachers, which is traditional and not very attractive to 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 starts 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 or she plays a primary role in the teaching-learning process, so the development of his or her exercise depends largely on what the students do in their classes.

As for the activities that are stopped when one is unmotivated, the study carried out by [Zambrano et al. \(2023\)](#), is raised, 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 related to the school aspect, even being in the same school; the results of these authors differ from the data of the present investigation, since 40.18% of the students mentioned that the main activity they stop doing when they are unmotivated is doing homework in class.

Thus, I agree with the author's opinion, since by not actively participating in classes, the student does not understand certain topics and consequently will not be able to complete the assignments, which makes it impossible to submit them. Teachers should employ motivational strategies that link pedagogical content and objectives with subject matter skills, adding value to the knowledge and skills they teach in the classroom and enabling students to embrace this learning as a fundamental element for their independence and development in their daily lives.

Teachers are encouraged to use an active and participatory methodology, including teaching materials (images, videos, graphic organizers), virtual educational platforms (online games), and motivating dynamics during classes to spark interest and maintain the attention of all students. Promote talks among first-year high school teachers on the importance of motivation in studying for better academic results, as well as activities and strategies that promote meaningful learning aimed at improving outcomes.

#### *Limitations*

During the development of the research, no limitations were encountered that prevented its execution; both the initial field study and the application of the instruments were carried out without any incident.

## 4 Conclusion

Based on the objectives set, plus the bibliographic review on the study variables and in accordance with 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 among students. Educators must identify each student's needs and interests to create an environment that fosters 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 students, such as motivational talks, active learning techniques, including gamification, which is now very fashionable, that is, allowing them to appropriate new knowledge.

Learning motivation for high school students is based on effort and perseverance, which requires a great deal of commitment. Students must be curious, interested in learning, searching for meaning, and, beyond that, have a desire to excel. Teachers must also create a learning environment with strategies to promote motivation, which must be personalized and adapted to each individual's needs and interests.

#### *Conflict of interest statement*

The author declared that she has no competing interests.

#### *Statement of authorship*

The author has a responsibility for the conception and design of the study. The author has approved the final article.

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