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MOTIVATION IN MIDDLE EDUCATION STUDENTS OF PUBLIC EDUCATIONAL INSTITUTIONS OF VILLA DEL ROSARIO, DEPARTMENT OF SAN PEDRO IN THE YEAR 2020

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Abstract: The research deals with the motivations of students. The same part of the question: What motivational factors do high school students have? Its objective is to describe the motivational factors of the students participating in the study. Data collection was carried out in the months of August - September 2020. It is descriptive and cross-sectional. The instrument Motivation towards academic activities, by Flores and Macías, 2010, was used. The population was made up of high school students from public institutions in Villa del Rosario. The sampling used for the research is probabilistic. The highest percentages of students who have motivation related to external attribution factors were observed, especially “teacher” and “difficulty of the task”, as well as “achievement motivation”, with a high percentage found in grades; A high percentage of students are also located in the internal attribution variable: ability. The factors where a lower percentage of students are found has to do with self-efficacy, achievement motivation: learning, and internal attribution: effort.

Keywords: Motivation – Factors

INTRODUCTION

Many of the behaviors of human beings are the result of motivation, this variable drives us to take on certain challenges, to face obstacles, it is also decisive in the academic field, since it is expected that motivated students will become more involved in school tasks. They can face the various situations related to their training, and perform better. In this sense, motivation was chosen as a study variable since it is considered that, of the factors involved in it, greater academic success can be achieved. It started from the review of research that dealt with the topic, internationally and regionally, and the review of related theories, mainly that concerning the population under study.

GENERAL OBJECTIVE

Describe the motivational factors possessed by 242 high school students, from 7 educational institutions, in the city of Villa del Rosario, Department of San Pedro, in the year 2020.

METHODOLOGY – MATERIALS AND METHODS

The study was descriptive, non-experimental, cross-sectional, data collection was carried out in the months of August to October 2020, with 242 students between 14 and 19 years old, enrolled in the Single Student Registry (RUE), secondary education, from 7 educational institutions in Villa del Rosario.

The instrument used was “**Motivation towards academic activities**”, developed by Flores and Gómez (2010), which includes items related to: self-efficacy, external attribution, internal attribution and achievement motivation; It has a Likert-type scale with five response options, where the highest score corresponds to “very similar to me” and the lowest to “not at all similar to me.”

RESULTS

The highest percentages of students who have motivation related to external attribution factors were observed, especially “teacher” and “difficulty of the task”, as well as “achievement motivation”, with a high percentage found in grades; A high percentage of students are also located in the internal attribution variable: ability. The factors where a lower percentage of students are found has to do with self-efficacy, achievement motivation: learning, and internal attribution: effort.

CONCLUSIONS

The results show that the motivation factors with the highest percentage of students with high scores are: external attribution (teacher, task difficulty); followed by achievement motivation (grade), and internal attribution (ability). These results could have serious implications for meaningful learning, since it is considered that students with a high degree of intrinsic motivation use more and better meaningful learning strategies; it is

necessary to guide the changes to promote motivation oriented towards autonomy and effort. It is considered crucial to apply in the educational institution, measurement instruments that reveal the highest and lowest level motivational factors, since knowledge of the data is crucial for the timely intervention that involves the adoption of methodological strategies to develop active teaching, taking into account relationships in the classroom, the socialization of knowledge and intersubjectivity.

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