Effects of Motivation When Learning: A Case Study in Valledupar Secondary Education

Edilmer Jiménez Anicharico, Erica Estebana Baldovino Mercado, Luis Eduardo Ardila Brugés, Deimer Jesus Dominguez Ojeda, Ernet Guillermo Maestre Orozco, Gilberto José Cujia Romero

Universidad Popular Del Cesar
Email: edilmerjimenez@unicesar.edu.co

During adolescence, students face various emotional confrontations that influence their perception of the subjects they study. This process can give rise to fears of subjects that are unfamiliar in previous educational stages. In this context, the present research aims to determine the value of motivation as an essential element for learning in secondary education. To support this study, prominent authors in the field of psychology and education have been taken as references, such as Allport (2011), Atkinson (2008), Bandura (2008) and Llorems (2011). The methodology used is documentary, with a bibliographic design that includes an exhaustive review of various texts, documents and writings relevant to the construction of the work. The findings of this research indicate that motivation towards learning is crucial for students' academic development. In this sense, it is concluded that it is essential that teachers in the schools investigated introduce motivating elements into their educational practice that facilitate the establishment of meaningful connections between students. This involves fostering a cooperative learning environment, where mutual support and teamwork are valued, taking advantage of each student's individual talents and aptitudes. By integrating motivational strategies into teaching, it is hoped not only to improve academic performance, but also to cultivate a lasting interest in the subject, which will contribute to the integral development of students in their educational journey.
Keywords: Motivational strategies, Collaborative learning, teamwork, Learning environments.

1. Introduction

The tendency of contemporary man is characterized by the desire for significant achievements, to master tasks or ideas, to achieve control and quickly reach a high standard in the different spheres of life (social, economic, academic, and work). This has led him to obtain a persistent stimulus, which directs action and plays a fundamental role in determining the behaviors that will occur to achieve the proposed goals.

According to Atkinson (2008), motivation is those behaviors that the individual directs in terms of achieving goals, the product of an emotional conflict between two tendencies, that of success and that of avoiding failure. Taking into account the ideas referred to by these aforementioned authors, just as there is a motivation to achieve that feeds personal development, success, it is observable that the excessively strong presence of the need for achievement can become exaggerated meticulousness or perfectionism, beginning people to set excessively high goals, or even unrealistic goals as part of personal ambition.

Not feeling satisfied with themselves seeking to improve themselves at all costs, since they think that is not the case, so they will be rejected, who will be accepted more easily if they do not show their weaknesses, self-evaluating and self-criticizing in an exaggerated way. When an individual has this characteristic, the goal set loses functionality, due to the generation of doubts and weakening of decisions, as well as the emission of avoidance behaviors, frank inactivity or paralysis, in order not to expose themselves to the evaluation and examination of others, characteristics of a person who experiences social anxiety.

In this context, Bandura (2008) considers that these people have doubts about themselves in terms of their ability to cope, experience great discomfort, and dedicate a lot of effort to defensive actions, being generally incapable of doing things that they subjectively consider threatening, even when the situations are objectively safe and they have the necessary skills to carry them out. avoiding feasible skills because they think that they will lead them to threatening events over which they will not be able to exercise adequate control.

Taking into account that many of a person's goals may be associated with exposure and/or social evaluation, it is considered important to know how the presence of social anxiety influences their approach, considering that people who present distortions of information about the environment, evaluating the present situation as threatening and catastrophic, perceive themselves as incapable of coping with it.

In this order of ideas, Llorems (2011) considers that motivation towards learning is defined as a person's ability to feel attached to carrying out certain activities with more passion than others. In such a way, this means, at a certain time, developing a certain number of skills and characteristics aimed at promoting the successful use of personal resources to transform situations into a source of learning and growth. Therefore, it is interesting to know the skills and abilities of the members of an institution to determine to what extent they can withstand situations that may distance them from the goals they have proposed.

In such a way that education is a continuous process of permanent training where the fundamental requirement is to develop in the individual capacities, which allow him to acquire knowledge, skills and attitudes, in order to improve teaching performance by satisfying his needs, promoting self-development and permanent professional improvement

in a constant search for integral knowledge to be an active member, critical and creative in today's world, characterized by constant changes, promoting permanent personal fulfillment and a greater level of institutional and social commitment.

The motivation towards learning is a consequence of a series of combinations of factors as elements that allow people to develop, succeed, fulfill, do things well despite the living conditions; It is even said that the motivations regarding human reality are possibly as old as humanity itself, because in order for the first settlers of the world to survive, they had to have mass motivations to face the challenges imposed by nature and the formation of societies.

As human beings consider themselves a kind of habit, who feel comfortable in circumstances that are constant and lasting over time, it is natural that the fear of change is a constant in all cultures. Changes generate stress and anxiety in people, as their stability scheme falters. In this case, one of the resources available to face changes is motivation, which is used to face situations.

Motivation as an essential element in learning

Motivation towards learning is the ability that a person or group can manifest to continue acting and projecting themselves into the future, this future is reflected in daily actions where the conditioning elements of society provide tools for the construction of pleasant and comfortable spaces of coexistence, which allows social interaction in a good way within the educational venues.

Likewise, to lay foundations where there was none or to prepare the stage for such adverse situations to become organizational opportunities. In the same way, motivation towards learning is defined by Raffo and Rammsy (2007), as the ability of an individual to react to motivations, but at the same time recover from the effects or consequences, but the subject must possess a series of attributes or qualities that allow the successful adaptation and necessary transformation to given situations.

From what is stated by the authors Raffo, Rammsy and Osborn, it can be deduced that the motivation towards learning is presented in modern organizations, practically, as an opportunity for the actors, since, although in the case study, in educational institutions, adverse situations can often arise that hinder academic, managerial, and educational tasks. administrative, maintenance, significant actors, teachers, can delve into the knowledge of their own motivational character to turn it into a strength when obstacles seek to prevent them from performing any of the functions that correspond to them to fulfill current educational objectives and purposes.

In this regard, Gallanis (2011) considers that motivation towards learning is a social term and that it comes from different fields such as psychology, sociology, pedagogy, etc. It raises a reality full of questions, which is located in the life trajectory of human beings, since having gone through traumatic situations of considerable duration and intensity, they have come out unscathed from these aggressions, and not only that, from these challenges and vicissitudes they come out strengthened in terms of their maturation and development; aspects that prepare the subject to face possible difficult situations in the future in the students of the José Eugenio Martínez Technical Educational Institution, southwest of the Municipality of Valledupar, Department of Cesar – Colombia.

Thus, for these authors, motivation towards learning is presented as a new form of prevention, as a new way of looking for light among so many shadows; as an alternative to seek tools that allow individuals to get out of conflict situations, in which they can also actively participate in conflict resolution.

This means that motivational capacity is not only about facing complex situations in life, it also involves the recognition of decisions that are appropriate to one's own well-being and that of others. In this way, the motivational capacity in human beings has aroused the interest of various researchers and practitioners in the humanistic areas, incessantly redefining the concept of one another, which has progressively enriched and given rise to various studies and therefore a deepening of their knowledge.

In this sense, Suárez (2008) explains that the concept of motivation towards learning provides experiential knowledge of the factors that favor the subject himself, which is why he can immediately detect situations at the contextual or social level that threaten his stability. This ability allows the individual to overcome motivating situations by even taking life lessons that support other similar events that they may face.

In this regard, the authors agree that education represents the referential framework in which motivational attitudes can be developed; It is within the school where the child begins to socialize with other institutions that go beyond his family, in which he can assume leadership postures and characteristics that lead him towards a life of success and achievement of goals for the benefit of both his own person and the community.

Considering the contributions of the authors exposed within the educational field, the concatenation established between motivational attitudes, education and quality of life becomes undeniable. The educational field, through the guidance of teachers, is an ideal field for the individual to acquire and develop motivational attitudes and skills that develop their capacities in problem solving and decision-making; Of course, the right choices will lead to a gradual achievement of a better quality of life, channeled not only in economic achievements but also in all those that imply a greater state of happiness for themselves and for those around them in their context.

From what has been stated by the previous authors, it can be deduced that the motivation towards learning is presented in modern organizations, practically, as an opportunity for the actors, since, although in the case study, in educational institutions, adverse situations can often arise that hinder academic, managerial, administrative, maintenance tasks, etc. the significant actors, the teachers, can delve into the knowledge of their own motivational character to turn it into a strength when the obstacles try to prevent them from performing some of the functions that correspond to them to fulfill the current educational objectives and purposes.

The personal proposal of the goals-achievements relationship

A person can be motivating, they may have sufficient intrapsychic strength and the necessary social skills, but if they lack opportunities to educate or work, resources will be limited; At the same time, they must use a series of methods, procedures or techniques that allow them to cope with the burdens derived from personal, social, work and their surrounding environment.

This is referred to by Solar (2008), who also states that methods of motivation include introspection, the ability to interact with other people who compare the performance scenarios of each individual, humor as a managerial strategy that even facilitates communication between people, the independence, freedom or autonomy that a person enjoys in his or her field of work and creativity. as a necessary skill for the design and construction of innovative, novel projects.

In this sense, they highlight introspection understood as the ability to examine oneself internally, to ask oneself, and to give oneself honest answers. During childhood, introspection will manifest itself as the ability to intuit that someone or something is not right in your family; Thus, motivating children are able to counteract the distorted reflection of the family, place the problem where it belongs, reducing anxiety and guilt.

During adolescence, introspection corresponds to the ability to know, to know what is happening around you, it is essential to understand situations and adapt to them. Likewise, in adulthood, introspection manifests itself as wisdom, understanding of oneself and other people, with acceptance of difficulties, without blaming others.

On the other hand, the ability to interact with others refers to the ability to establish intimate and satisfactory bonds with other people. In children, it is expressed as an ease to connect, to be loved or adored; while in adolescents, it manifests itself in the ability to recruit peers and establish social support networks; For adults, this ability is manifested in the appreciation of interpersonal relationships, intimacy and rituals.

Another motivating method is indicated as humor, as Romero (2010) points out, which refers to the disposition of the spirit to joy, allows one to move away from the focus of tension, relativize, positive, elaborate in a playful way, find the comical among the tragedy. In childhood, this method is developed through play. In adolescence, it develops due to its ability to laugh, mold itself and play. In adults, he recognizes the funny, cheerful aspect and plays.

Finally, the application of creativity corresponds to the ability to impose order, beauty, and purpose on situations of difficulty or chaos. During childhood, this capacity is expressed in creation and games that allow us to reverse loneliness, fear, anger and hopelessness. In adolescence, it reflects a development of artistic skills such as writing, painting, dancing, producing arts; in the same way, creative adults are those capable of composing and reconstructing.

Influence of particular interests on motivation

According to Gimon (2008: 56), the "motivation to affiliate arises from the desire to break with the existing equilibrium, to transform it into another much more financially beneficial", in this process of transformation in the beginning, as already said, the forces must break with the equilibrium, interacting with other forces that try to oppose each other. That is why when an organization considers a change, it must involve a set of tasks to try to minimize this interaction of forces, and give time to adapt after the imminent breakdown of the balance.

Following the line proposed, Rhon (2009) that it is important that in the face of the constant changes that companies are facing, their willingness to change and that of the actors in each

process is determined, because it is necessary to realize and recognize the problems that are affecting the company and to discover what causes resistance to change, so it is necessary to change it for a positive solution, which allows them to commit to a change of perception so that there can be a new emulation of the organization, necessarily more flexible.

Comparing the opinions of the cited authors, it can be seen that Gimon (2008) indicates that the need to change arises from the desire to break with the existing balance, considering Rhon (2009) the importance of determining the willingness to change in order to obtain a positive solution, fulfilling what González (2010) indicated, his desire for prosperity.

From the above statement, it can be inferred that there are several elements for an organization to succeed, and to achieve this, total dedication and the combination of personal interests are needed for this purpose. Even when many people consider themselves leaders for the mere fact of holding a position, of having a title, of giving imperious orders, of imposing fear or also because they invest their time weaving social relations, letting themselves be seen in public ceremonies with bombastic speeches, with empty statements and an evident lack of momentum in actions.

Generally, the process of adaptation to external events necessarily generates tension with respect to internal readjustment, which can invariably manifest itself through intra- and interpersonal conflicts. Adapting to events that are beyond the control of individual needs

In this way, the teaching staff of the educational organizations of Students of the José Eugenio Martínez Technical Educational Institution, southwest of the Municipality of Valledupar, Department of Cesar – Colombia, should explore and recognize their interests, allowing them to recognize what happens within the institution, provoke a change of attitude and perception in others, put it into practice of daily life and consequently, preparing the institution to better face changes, and turning situations that could be adverse into sources of opportunities.

2. Research Methodology

This article, which deals with the value of motivation as an essential element for learning in secondary education, is characterized by being documentary. However, it is documentary because all the information required was collected from different sources on the subject of the development of motivation in students who are at the high school levels.

Among which are: books, specialized journals, legal bodies, doctrines, jurisprudence, texts and electronic materials, among others, which guide the development of research that aims to determine the value of motivation as an essential element for learning in secondary education. Now, in terms of design, the researcher considers what Hernández, Fernández and Baptista (2001: 108) propose, who state that "research design refers to the plan or strategy conceived to answer research questions".

It is for these reasons that to determine the design of the research, a methodology called documentary research was established, which is based on obtaining and analyzing data from printed matter or other types of documents. Likewise, Sabino (2000) states that the design of the research consists of a strategy or general plan that allows the necessary operations to

achieve the study of the phenomenon to be investigated.

Once the type of study to be carried out has been defined and the guidelines for the research have been established, the plan or strategy to respond to or achieve the objectives set is conceived; in this sense, the set of activities that will achieve all the objectives proposed in this research. The design of the research lies in the plan to be followed to carry out the process of searching for and analyzing the data. According to Tamayo and Tamayo (2003: 34), it consists of the "Approach of a series of successive and organized activities that must be adapted to the particularities of each research and that indicates the steps and tests to be carried out and the techniques to be used to collect and analyze the data".

In accordance with the characteristics of this research, the design of the same can be described as bibliographic, because secondary data were used, that is, information obtained and processed by other people, which in turn would be analyzed by the author in order to achieve the objectives set out in the research. The primary benefit obtained by the researcher from a bibliographic design is that it allows him to carry out a series of phenomena, especially when the data problem is disaggregated and very broad.

In this sense, preliminary information was searched in bibliographic, written and electronic sources referring to each of the specific objectives, which allowed the organization and development of the research. Based on the above, this research effort will be characterized as formal, theoretical and abstract, since the information or findings collected, collected, recorded, interpreted and analyzed, were fundamentally obtained from documentary sources and other registry-type supports, such as: videos, recordings, magazines, compilations, normative bodies, newspapers, forum reports and events related to the topic of study. among others.

3. Conclusions

A key element for the achievement of learning objectives is the development of incentives, which Torres (2007: 120) proposes as the set of general ideas, some of them that provide the frame of reference for what a company is and wants to be in the future; It is defined by the company's senior management, it must be broad and inspiring, known by all and integrate the management team around it, it indicates direction, it serves as a guide in the formulation of strategies, in turn it must be reflected in the mission, objectives and strategies of the facility, it requires leaders for its definition and for its full realization.

Given its importance, the strategic manager is responsible for defining the mission and incentives, taking into account the members and collaborators or, failing that, a group of teachers, parents and representatives for its formulation, making known to all the members of the educational organization, teachers, workers, students, representatives, among others, and inducing behaviors. to create commitments so that the life of the institution is consistent with its principles, values, beliefs, norms (mission and mission) in the students of the José Eugenio Martínez Technical Educational Institution, southwest of the Municipality of Valledupar, Department of Cesar – Colombia.

The process of visualizing the future implies a permanent re-incentive of the organization in front of the students, their immediate environment, their own culture and, above all,

understanding between what they are today and what they want to be in the future, all this in front of their capacities, attitudes and opportunities. According to Serna (2010), the incentive must be recognized by the organization's internal and external customers, as well as by reference groups. Therefore, it requires a dissemination system that makes it known and understood by all members of the organization.

This dissemination must be part of the "internal selling" or internal marketing that all organizations have to develop as part of the strategy to ensure the competitiveness of the future. Likewise, external customers, as Luquez (2008) points out, and reference groups must be aware of the organization's incentives. This task facilitates the onboarding and loyalty of external customers and reference groups. In addition, according to the aforementioned author, the incentive requires a committed management, which is not afraid of change and motivates the participation of the members of the company in the achievement of the proposed objectives and goals.

It must be a very secure administration of the address it gives to the company. Likewise, they must be willing to face challenges, to be flexible when required and to know how to permanently adjust to the demands and dynamics of change imposed by the environment. It must be a management that tends more to coordination and management control than to operation. It needs managers who create and motivate human talent. Only with managerial leadership will a company be able to grow and develop its future with incentives the students of the José Eugenio Martínez Technical Educational Institution, southwest of the Municipality of Valledupar, Department of Cesar – Colombia

Added to this is the value of job satisfaction, according to Acevedo and Mondragón (2011), it is the opportune moment in which individuals can participate in order to demonstrate their abilities and achievements. Within this indicator, it is customary that the challenge will correspond to the opportunities for an individual to participate. However, the challenge must become a focal point for the teacher, in order to generate the participation of all students.

In this sense, plans must be created within the projects or plans within the classroom, which consider the potentialities of each of the students, with the purpose of creating a climate of participation, through the propulsion of the feeling of effectiveness in each student. Considering what Gómez (2006) states regarding the importance of educating children in terms of participation from a very early age, it allows them to develop their decision-making capacity. The formation and evolution of their faculties as integral beings allows the opening of spaces that lead the individual to a training focused on peace and the mastery of conflicts.

Likewise, the participation of both teachers, as González (2010) explains, generates the value of commitment, with oneself and with other people, making learning a significant process, that is, useful for their development in daily life. This is also attached to the concept of protagonism, which provides children with leadership skills that are gradually added to other skills that build a motivational subject capable of designing their own way of life.

From the above, it can be seen that the aforementioned authors refer globally to the skills that promote the motivation towards learning in an individual, and in this sense, the teachers of the schools investigated should introduce motivating elements in their training that allow the establishment of links with others, execute tasks under cooperative work, of support, of

teamwork, based on talents and skills.

References

1. Acevedo and Mondragón (2011) Towards a process of integral aid. Applications of the physiological approach versus sociocultural model. San Cristóbal. Colombia. C.I.P.P.S.V.
2. Atkinson (2008). Change and Organizational Structure. Editorial Planas. Colombia.
3. Bandura (2008). Motivation. Photocopied material.
4. Gallanis (2011) Change and Action: An Epistemic Approach. Mc. Graw Hill Publishing. Mexico.
5. Gimon (2008) Organizational Change and Structure. Mc. Graw Hill Publishing. Colombia.
6. Gómez (2006) Child Participation: A way of structuring a new family. Mc. Graw Hill Publishing. Mexico.
7. González (2010) Studies of the social representations of the teachers of the Basic School No. 1739 Niño Levántate and the development of resilience in the students. Santiago, Chile.
8. Hernández, Fernández and Baptista (2001) Proyecto de Investigación Científica. Editorial Trillas. Photocopied Material
9. Llorems (2011) Resilience: Resisting and remaking oneself. Barcelona: Gedisa.
10. Luquez (2008) Man in Search of Meaning. Barcelona. Herder
11. Raffo and Rammsy (2007), Resilience and culture of peace in teachers of educational organizations. Editorial Helmenn. Barcelona
12. Rhon (2009). The pleasure of generating change. Editorial Limusa. Mexico.
13. Romero (2010), The True Scope of Changes. Editorial Planeta. Caracas, Colombia.
14. Sabino (2000), The Research Process. Editorial Panapo. 2nd reprint. Caracas, Colombia.
15. Serna (2010), Teamwork: Strategies to alleviate the crisis. Editorial Vanguardia. Valencia, Spain.
16. Solar (2008), Sociodemographic profile of university students without academic progress and the relationship between psychosocial support with a resilience approach and academic success in first-year university students. Complutense University of Madrid.
17. Suárez (2008), Manual de protección infantil. Barcelona. Masson.
18. Tamayo and Tamayo (2003) Research Methodology. Editorial Planeta Interamericana. Buenos Aires, Argentina.
19. Torres (2007) Organizational Administration. Editorial Realidad Empresarial. Cali, Colombia.