



RESEARCH ARTICLE

IDENTIFICATION OF MOTIVATION IN UNIVERSITY STUDENTS IN THE CITY OF SAN FRANCISCO DE CAMPECHE

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Abstract

Introduction: One of the most constant problems that teachers face every day is motivation in the classroom. Motivation as a self-energetic process of the student, produces different responses in them at different times, which in practice translates into a limited effectiveness of collective motivations if they are not accompanied by individualization and adaptation to the characteristics of the student, in which both personal factors and your own history influence. For the construction of motivation it is required: self-reflection, cheerful attitude, interest, self-efficacy and self-realization. The consequences of a lack of motivation, it is not only poor performance or personal or family problems that can resort to demotivation to study, for what is important that the teacher provides support so that the student feels motivated. The obstacles encountered by the individual for motivation can be pointed out as follows: apathy, avoidance, anger or anger, and confusion.

Objective: Identify motivation in university students.

Method: This research has a qualitative, descriptive approach, the sample consisted of 74 students of the gerontology degree.

Instrument: Motivation identification test.

Results: The opinion of the students before the motivation; when we ask them the more content they give us in class, the better: this way the training will be more complete, 45% said higher, 35% said high, 19% expressed medium and 1% low; In the question what they think of motivation in the classroom, when asking if there is something that does not enter the exam and is important for my training, I usually get interested in it and study it, 19% of the students said higher, 31% said high, 41% mentioned medium, 8% said low and 1% said lower; in the question the motivation in the study; When asked to study out of curiosity, not only because of the incentive of good grades, 15% expressed higher, 41% said high, 32% mentioned medium, 11% expressed low and 1% lower; In identifying the motivation when referring to the question, I am a student because I really want it, not

because my parents force me, 69% of the students think higher, 22% express high and 5% refer medium, 1% comment low, 3% answered lower; In the area of study with motivation, when referring to the question study for being the most things they know about the class, not only for the mere fact of being the "scholar" of the class, 16% think higher, 23% said high, 45% of the students referred medium, 12% expressed low and 4% lower.

Conclusions: Motivation in the university student is important from the moment he enters the career, so that during his school career, he feels motivated by himself, his teachers, and his family for his professional improvement.

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..... **Introduction:-**

According to García (2011), motivation is a concept that has been studied for a long time due to the main role it occupies within psychology as an activating force of human behavior. This means that it can also be related to what induces a person not only to perform certain actions, but also to persist in them until they meet their objectives, so it can be linked to the will and interest.

Etymologically, the word motivate comes from the Latin move (which means 'to move towards a certain goal'), and is associated with a situation of imbalance caused by a stimulus that can be internal or external. Indeed, according to Woolfolk (2006), intrinsic motivation is related to that disposition that the individual has to seek or overcome different challenges that will allow them, once overcome, to achieve their personal interests and the development of their capacities. This means that internal motivation does not require stimuli or rewards that come from outside, as does extrinsic motivation, which originates due to factors external to the subject. Therefore, the fundamental difference between these types of motivation is found in the reason for acting of the subjects, that is, the "locus of control" of the action.

In accordance with the above, Gross (2009) ensures that every initiative of a person to carry out a project is based on a motivation or illusion to achieve it, which contributes to their personal improvement. However, it should also be clear that it is not so easy to encourage motivation, because to do so you must have a constant and powerful visualization of the goal you want to achieve.

Motivation in students:

It is an energetic process of the student, it produces different responses in them at different times, which in practice translates into a limited effectiveness of collective motivations if they are not accompanied by individualization and adaptation to the characteristics of the student, in which they influence both personal factors and his own history. The factors that determine motivation in students: achievement of goals and objectives; likes for the content to learn; importance of prior learning. Some aspects that can build or hinder motivation. The construction of motivation we can mention self-reflection, cheerful attitude, interest, self-realization and self-efficacy and in the obstacles we have apathy, avoidance, confusion, anger or anger (Sánchez, María. 2016).

García-Bacete and Doménech (1977, cited in Sánchez, María. 2016) point out that carrying out a task produces a positive emotion, induces a positive intrinsic motivation and generates emotions that are not directly related to the content of the task. An example of this is the satisfaction that results from having successfully completed a task. When the student enjoys doing it, an intrinsic motivation is generated, from which a variety of positive emotions can arise. On the contrary, negative emotions prevent the student from enjoying the task and favor its avoidance. Contrary to negative emotions, they prevent the student from enjoying the task and favor its avoidance. Positive emotions related to the task allow the subject to increase their performance.

It can be indicated that one of the most important reports on motivation in telematic environments is the work of Bryndum and Jerónimo (2005), who analyze, from experience, how to maintain interest in online program participants. In this regard, the aforementioned authors conclude that before executing activities mediated by ICT, one must reflect very well on what, how and for what they want to use these telematic tools, because in this way it is

possible to foresee how to promote the motivation of the subject, a factor indispensable to promote and carry out the planned tasks. Below are some of the most relevant theories on this concept.

One of the first approaches to the study of motivation has been to discover what needs the human being tended to satisfy and they constituted the source of that drive that moved him to action. Thus appeared in 1953 one of the first classifications, the best known of human needs, the "Pyramid of human needs" by Abraham Maslow. He says that man tends at all times, throughout his life, to meet a series of needs, hierarchically ordered (Bueno, J. 2004).

Maslow's Hierarchy of Needs Theory (1954).

This theory is perhaps the most classic and well-known. It was raised by Abraham Maslow, who identified five different levels of needs (physiological, security, social, esteem, and self-actualization), which he organized in a pyramidal structure. For this author (1991) these categories of relationships are placed in a hierarchical way, so that the higher needs can only be activated after those that are in the lower level have been satisfied. This process of imbalance between realized needs and needs by.

McClelland Theory (1989) .McClelland (1989).

He focuses his theory on three types of motivation: achievement, power, and affiliation. The former is linked to a drive to excel and succeed, which leads individuals to set higher goals for themselves. People motivated by this cause have a desire for excellence, they bet on a job well done, accept responsibilities and need constant feedback on their performance. Power, on the other hand, has to do not only with the need to influence and control other people and groups, but also to gain recognition from them. People motivated for this reason want to be considered important and want progressively to acquire prestige and status. Finally, affiliation is related to the desire to have interpersonal relationships and to help others.

Theory X and Theory Y of Vroom's theory of expectations (1964).

The most prominent author of this theory is Vroom (1964), although it has been completed by Lawler (1968). In this it is argued that individuals are thinking beings who have beliefs and harbor hopes and expectations regarding future events in their lives. In this case, the behavior is the result of choices and the alternatives are based on beliefs and attitudes. According to this theory, highly motivated people are those who not only set valuable goals for themselves, but also subjectively consider that there are high probabilities to achieve them. This means that to analyze motivation from this theory, the value that the person assigns to the reward and the expectation of its possible achievement must be determined.

Alderfer's ERC theory (1972).

This is closely related to Maslow's theory, although it proposes the existence of three basic motivations: 1) existence motivations: they correspond to physiological and safety needs, 2) relationship motivation: social interactions with others, emotional support, recognition and sense of belonging to the group, and 3) growth motivation: it focuses on personal development and growth.

Edwin Locke's goal setting theory (1985).

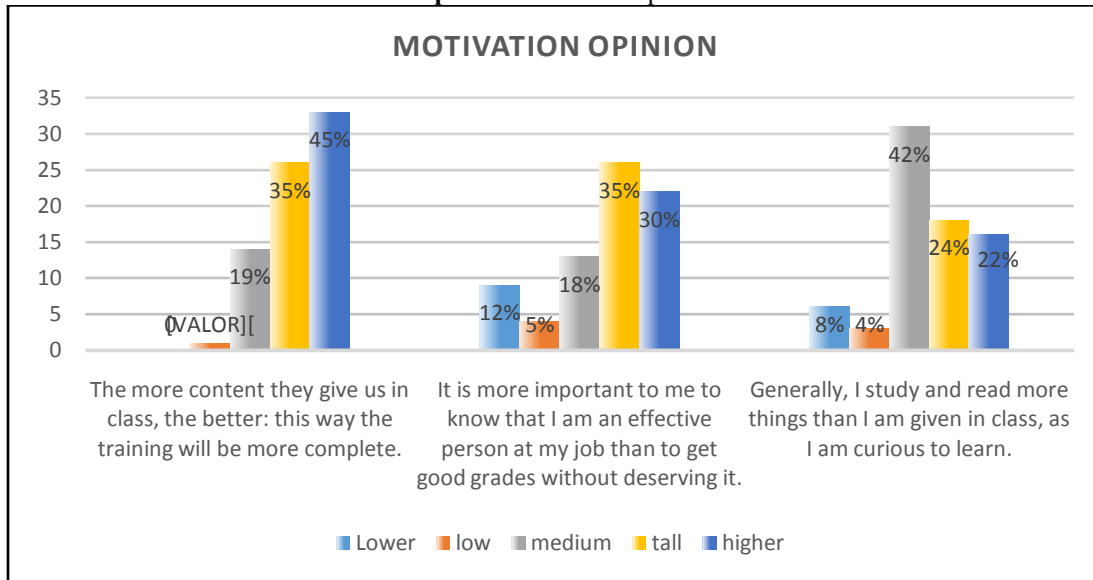
A goal is what a person strives to achieve. In this regard, Locke (1985) affirms that the intention to achieve a goal is a basic source of motivation. Goals are important in any activity, since they motivate and guide actions and drive to give the best performance. Goals can serve several functions: they mobilize energy and effort, increase persistence, and aid in strategy development (Locke & Latham, 1985). However, for goal setting to be truly useful, it must be specific, difficult, and challenging, yet achievable. In addition, there is an important element: feedback, since the person needs feedback in order to maximize achievements (Becker, 1978).

Method:-

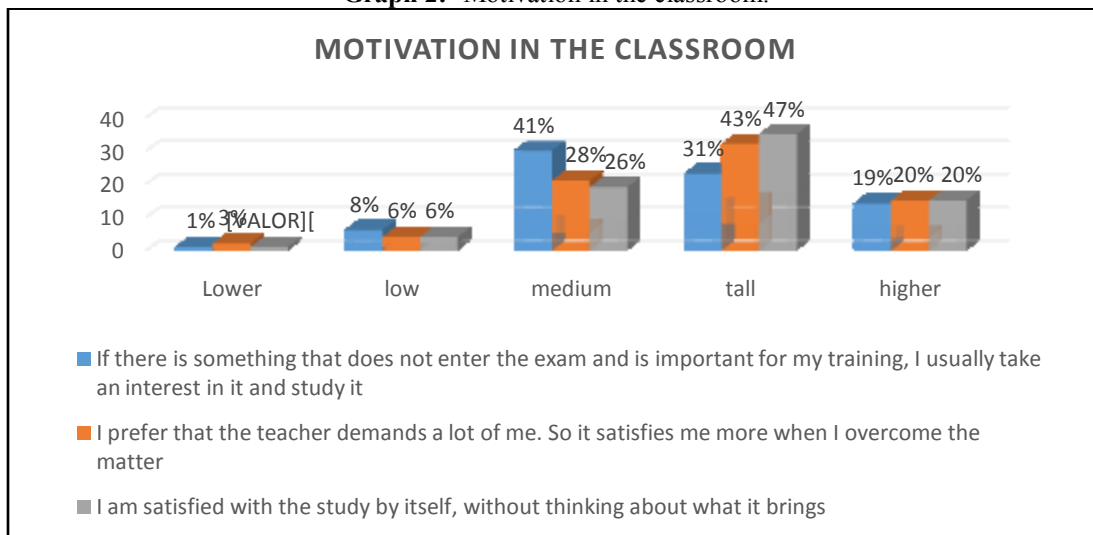
The objective. Identify motivation in university students. This research has a qualitative, descriptive approach, the sample consisted of 74 students of the Bachelor's Degree in Gerontology, the motivation identification test was applied to them. With a qualitative approach, with a descriptive design, these studies serve to specify important properties of people, groups, communities or any other phenomenon that is subjected to analysis, not experimental (Hernández et al., 2014). The sample consisted of 74 university students, the motivation identification test was applied, which consisted of 15 items in google, once they answered the questions, the data were analyzed in the Microsoft Excel program.

Results:-

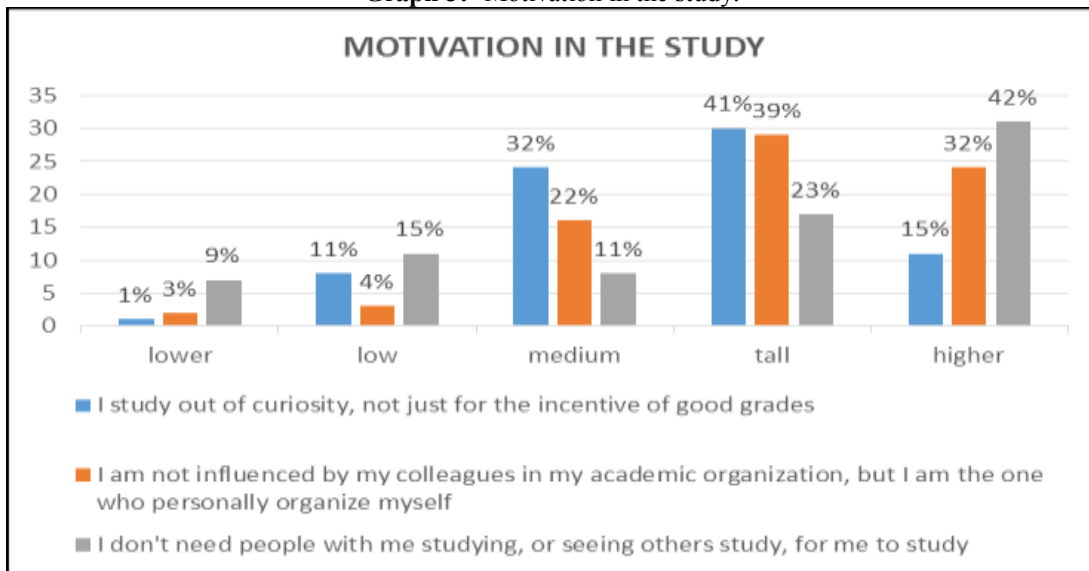
After analyzing the data, the following results are presented below.

Graph 1:- Motivation opinion.

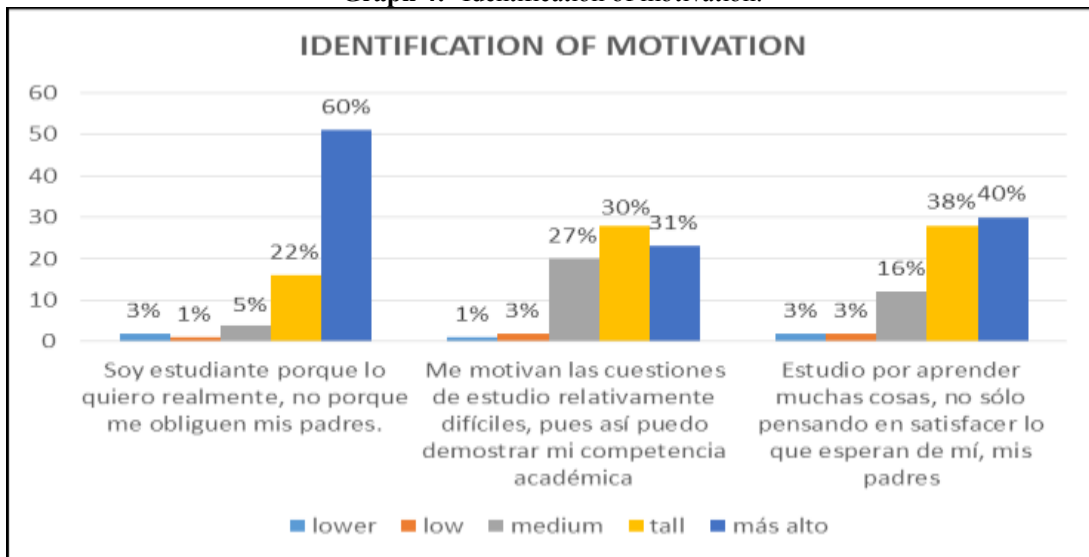
In graph 1. In the question how much more content they give us in class: so the training will be more complete, 45% of the students gave a higher opinion, 35% expressed high, 19% low and 1% lower; In the question, it is more important for me to know that I am an effective person in my work than to get good marks without deserving it, 30% think higher, 35% say high, 18% said medium, 5% express low and 12% I mention lower.

Graph 2:- Motivation in the classroom.

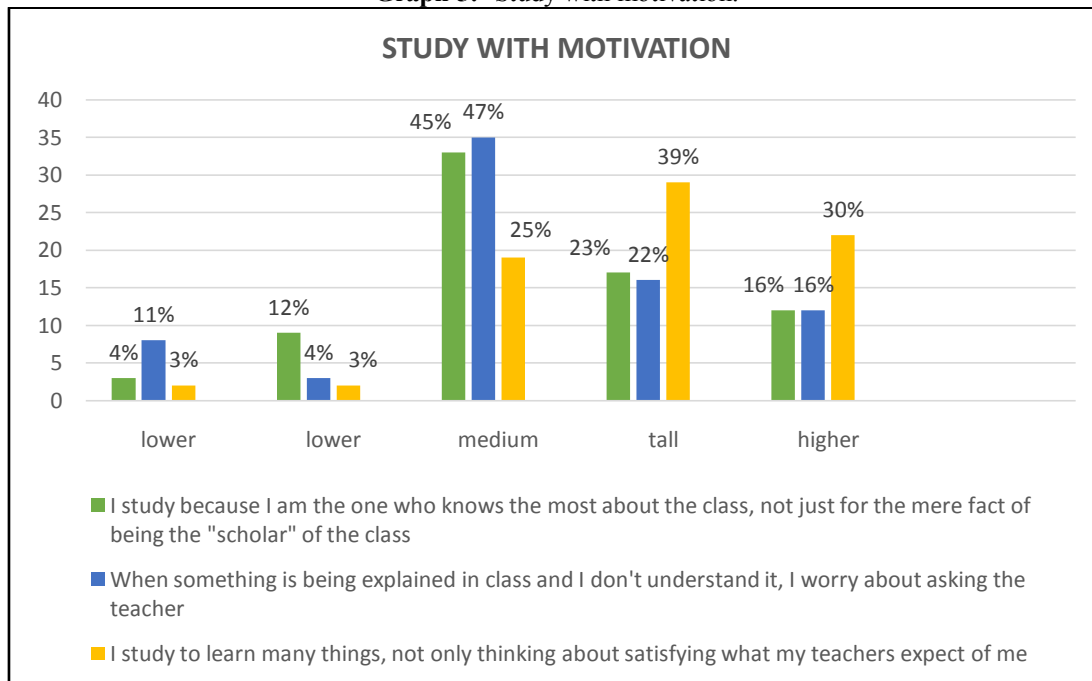
In graph 2, of how students identify motivation, in the question if there is something that does not enter the exam and is important for my training, I tend to be interested in it and study it, 19% of the students refer higher, 31% said high, 41% mentioned medium, 8% expressed low and 1% answered lower; When asking students that I prefer that the teacher demands a lot of me. Thus I am more satisfied when I pass the subject, 20% of the students referred higher, 43% expressed high, 28% said medium, 6% said low and 3% said lower; In the question I am satisfied with the study itself, without thinking about what it brings with it, 20% of the students think higher, 47% express high, 26% mention medium, 6% low and 3% comment more low.

Graph 3:- Motivation in the study.

In graph 3, motivation in the study; In the question I study out of curiosity, not only because of the incentive of good grades, the students gave their opinion 1% lower, 11% expressed low, 32% mentioned medium, 41% said high and 15% higher reference ; In the question, I am not influenced by my colleagues in my academic organization, but rather I am the one who personally organize myself, 3% of the students expressed their lower opinion, 4% expressed low, 22% referred medium, 39% mentioned high and 32% said higher. In the question I don't need people with me studying, or seeing other study, for me to study. The students gave their opinion 9% lower, 15% expressed low, 11% medium, 23% tall and 42% higher reference.

Graph 4:- Identification of motivation.

In this identification of the motivation when referring to the question, I am a student because I really love it, not because my parents force me, 3% of the students answered lower, 1% said low, 5% referred medium, 22% high express and 69% think higher; Relatively difficult study questions motivate me in the question, as this is how I can demonstrate, my academic competence 1% answered lower, 3% said low, 27% answered medium, 38% expressed high and 31% commented higher ; In the questioning I study to learn many things, not only thinking about satisfying what they expect of me, my parents, 3% think lower, 3% mention low, 16% express medium, 38% mention high and 40 of I think the educating higher (graph 4).

Graph 5:- Study with motivation.

In the study question for being the most things he knows about the class, not only for the mere fact of being the "scholar" of the class, 4% of the students answered lower, 12% expressed low, 45% referred medium, 23% mentioned high and 16% higher express; In the question I study to learn many things, not only thinking about satisfying what they expect of me, my teachers, 3% of the students answered lower, 3% referred low, 25% expressed medium, 39% said lower and 30% commented higher (graph 5).

Conclusions:-

From the results obtained, it can be affirmed that the objective set in this research was achieved, it can be known how important the opinions of the students are on how they identify motivation, it discovers the needs in the satisfaction of being human and achieve their self-realization and at the same time improve their school performance.

Motivation is important in the university student from the moment he enters the career, so that during his school career, he feels motivated by himself, his teachers, and his family for his professional improvement.

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