



La motivación hacia el estudio en adolescentes de Secundaria Básica después del aislamiento post Covid-19

Motivation to study in lower high school adolescents after post Covid-19 isolation

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Resumen

El estudio es una de las actividades fundamentales durante el periodo de la adolescencia. La motivación hacia esta actividad constituye uno de los eslabones fundamentales que debe cumplimentarse en el proceso de enseñanza-aprendizaje en la Educación Secundaria Básica. En el presente artículo se abordan elementos importantes relacionados con esta temática y se pretende desde los referentes teóricos que aportan la Pedagogía, Psicología y la Didáctica y a través de la observación y entrevistas a docentes y estudiantes poder ofrecer orientaciones que permita dar un adecuado tratamiento a la motivación hacia el estudio luego del aislamiento producido por la Covid-19.

Palabras clave: Motivación; Estudio; Adolescencia, Aprendizaje

Abstract

Study is one of the fundamental activities during the period of adolescence. Motivation towards this activity constitutes one of the fundamental links that must be fulfilled in the teaching-learning process in Basic Secondary Education. In this article important elements related to this subject are approached and it is intended, from the theoretical referents provided by Pedagogy, Psychology and Didactics and through observation and interviews to teachers and students, to be able to offer orientations that allow giving an adequate treatment to the motivation towards study after the isolation produced by the Covid-19.

Keywords: Motivation; Study; Adolescence, Learning

Introduction

School and study occupy an important place in the lives of adolescents and young people, without ignoring the role played by other factors that are also part of the process of assimilation of the social-historical experience at this age.

It is a need of society that students acquire the necessary knowledge that will allow them to live and relate to the reality that surrounds them and to other subjects; therefore, the study of the motivational sphere of adolescents is an important aspect of Psychopedagogy.

During the teaching-learning process (PEA), it is important for the teacher to take into account the manifestations of the affective motivational sphere of adolescents, since learning as a specific type of activity requires stimulation towards it, which can only be achieved from an adequate intrinsic or extrinsic motivation.

The Ministry of Education in Cuba demands the need for the teacher to deeply master the characterization of each adolescent, as an essential condition for designing a pedagogical strategy that takes as a starting point the real possibilities of each adolescent and thus achieve the transformation and development of motivation towards study, as a necessary way to consolidate and ratify the importance of the result of study in the formation of the personality.

It is considered then, that to meet this demand the student must be motivated by his learning, so that what he learns and responds to his personal interests and needs. Teaching can help (without imposing in the traditional way) that this motivation leads to the effect expected by society.

Countless attempts have been made to find procedures and techniques to motivate the study activity of students and achieve their intellectual development, selecting in some cases the curricular way and in others the extracurricular way.

In the current conditions in which the teaching-learning process takes place, characterized by social isolation, where students receive content from their homes through television, it is important to consider how to maintain motivation for study. In this sense, teachers, teachers of educational institutions and the family must have a positive influence on adolescents in lower secondary school in order to keep them motivated to study.

There have been numerous studies on the subject of motivation, among them we can mention those carried out by Bruner (1956), Klineberg, L. (1970), Piaget, J. (1975), Bozhovich, L. I., (1976), Rubinstein, S. L., 1969, Danilov, V. and Skatkin (1981), Ausubel, D. (1983), Davidov, V. (1987), who emphasize the role of the teacher and the consideration of cognitive aspects as mediators of learning.

Also noteworthy are the works of Maslow, A. (1972), Rogers, C. (1975), Kirschenbaum, H. (1978), Hernández (1991), Festinger (1998), Baña (1999). These authors assign a preponderant role to the study of motivations.

In Cuba, the theories developed by Mitjáns. A (1995), González. V (1997), Silvestre. M (1997-1999), González. F (1997), González. D (1995-2000), Labarrere. A (1987), among others who made contributions from the didactic perspective to direct the study activity.

There are also the works of González, L. A. (2004), whose contribution was directed to the elaboration of a methodology for the evaluation of motivation towards study in Basic Secondary Education.

In the Guantanamo territory, the works of Chibás Bueno, V. and Cárdenas Matos, A. in 2009 stand out, as well as those of Nápoles Miranda, I. (2010), also aimed at Basic Secondary and Primary education, thus as those of Rojas, I (2012-2015), in Higher Education.

These studies reveal the need to assume a new perspective in the development of motivation to study, taking into account the concrete conditions of existence and characteristics of students' development.

In this sense, from the observations made by the author, in the concrete conditions of existence of adolescents in the La Yaya community of the Niceto Pérez municipality during the isolation period, some manifestations have been found that allow us to recognize how this period has influenced their motivation to study.

It is recognized that a significant number of students observe the teleclasses due to family influence, in the same way they spend a lot of time in leisure activities (watching TV shows, playing on cell phones or other devices, etc.) in spite of the work carried out by the school to supervise compliance with the observation of the teleclasses. However, the prolonged isolation

and the need to interact with their peers also make them want to re-engage in face-to-face study activities in the school environment.

For this reason, it is necessary for lower secondary school teachers to take advantage of this incentive and through the use of new ways to stimulate adolescents' motivation to study when they return to the new normal.

Hence, the objective of this article is to offer recommendations for the treatment of the motivation to study in Basic Secondary School adolescents after the isolation caused by Covid-19.

Development

School motivation is one of the psycho-educational factors that most influence learning, since this is the process of appropriation of new content by students under conditions of socialization. This is not restricted to the application of a particular teaching technique or method; on the contrary, school motivation involves a complex interrelation of various cognitive, affective, social and academic components that are involved and that in one way or another have to do with the actions of students and their teachers.

It is also a fact that motivation will be present in every act of learning and in every pedagogical procedure, either explicitly or implicitly, and can only be interpreted by analyzing the incidences and characteristics of the actors and the educational community involved.

School motivation is a general process by which a behavior is initiated and directed towards the achievement of a goal. This process involves both cognitive and affective variables: cognitive, in terms of thinking skills and instrumental behaviors to achieve the proposed goals; affective, in that it includes elements such as self-esteem and self-knowledge.

Motivation towards study is a predominantly affective higher psychic process, which is manifested in the relationship between the needs and dispositions to study and the reflection that the student has of the content of this activity; with the objective of regulating the cognitive variables of the teaching reality, the direction and the degree of activation of the student's behavior. This influences the cognitive assimilation of the contents it provides and demands from the school as a representative of society.

Defining motivation towards study requires the analysis of both psychological and didactic aspects if learning is considered as a process where the necessary link between the affective-motivational and the cognitive-instrumental is manifested, without neglecting the teacher's work of direction.

Several authors have approached the subject related to motivation in the PEA assumed as motivation to study or motivation to learn; from edges that have in common the personological aspect of the subject who learns and, on rare occasions, of the subject who teaches. For example, Castellanos, D.

Assumes that motivating to learn implies taking into consideration different ways to favor the formation and enrichment of intrinsic motivations for learning, taking advantage of the system of incentives and extrinsic motives that underlie the positive attitudes that in general the student shows towards study in order to develop the former. (2001, P. 66).

On the other hand, Moreno, M. J. defines:

Motivational stimulation as the individual configuration of the contents and functions of the personality that mobilize, direct and sustain the performance of the students in the teaching-learning process, conferring certain regulation and self-regulation potential for their performance, training and integral development. (2004, P.83).

Salgado, I. defines it as:

The cognitive and affective willingness of the student to get involved with his teacher in the fulfillment of the objectives of a program, a project, a task; through conscious, planned, original action, stimulated by a set of factors of various kinds, scientifically supported and which is carried out by the teacher as a guide of the process and executed by its protagonists, the students. (2007, P. 66).

As can be seen in the three definitions, the role of certain components of the student's personality is highlighted.

From this analysis, motivation towards study is then defined from another perspective where both the aspects already referred to and the didactic aspects handled by the teacher are taken into account.

It is assumed that learning motivation is the individual configuration of the personality that induces the performance of students during the PEA and that it is determined by the expectations, the level of significance of what they learn and their level of satisfaction; thus, by the didactic resources used by the teacher during the management of this process. (Rojas, I. 2015).

There are several ways to classify motivation; the literature collects different types of motivation which are based on internal and external factors that encompass the student. In this way, motivation is fundamentally classified into six types:

- Motivation related to the task, or intrinsic: the subject that at that moment is being studied arouses interest. The student is reinforced when he begins to master the object of study.
- Motivation related to the self, to self-esteem: when trying to learn and achieving it, a positive idea of oneself is formed, which will help to continue learning. The experiences that students have gradually form their self-concept and self-esteem. It is the constant desire to improve, always guided by a positive spirit.
- Motivation centered on social results: the acceptance and approval received from people the student considers superior to him/her. Social motivation manifests in part a relationship of dependence towards these people.
- Motivation that points to the achievement of external rewards: in this case it refers to the prizes, gifts that are received when the expected results have been achieved.
- Positive motivation: It is the constant desire to improve, always guided by a positive spirit. This motivation can be intrinsic and extrinsic. It is intrinsic, when the student fixes his interest in the study, always demonstrating self-improvement and personality in the achievement of his aims, aspirations and goals. It is extrinsic when the student only tries to learn not so much because he likes the subject or career but because of the advantages it offers.
- Negative motivation: It is the obligation that makes the person comply through punishments, threats, etc. from the family or society.

Based on the definition assumed and taking into account the types of motivation, it is recognized that when teaching activities are restarted in lower secondary schools, teachers will have the challenge of managing to encourage or stimulate motivation during the PEA, after a prolonged period of non-presential activity from home. For this reason, it is necessary to specify some elements that characterize the adolescent stage and, specifically, motivation at this stage.

In adolescence, the development of cognitive interests as an element to be taken into account for the development of motivation to study tends to be more varied than in the school stage, which at the end of the stage causes them to become increasingly selective and intentional, with respect to the spheres of reality towards which their interests are oriented.

According to A. V. Petrovski, quoted by Domínguez. L (2006), these interests are satisfied in a self-taught way; that is, in an autonomous and independent way, so some prefer specific activities linked to physical or intellectual work, others privilege communication with those around them or have a variety of interests, and also, there are those who are equally indifferent to everything.

As for the attitude towards study and interest in this activity, at this stage there is also a diversity that ranges from a responsible attitude at school and a marked orientation towards study, in terms of intrinsic motivation, to the existence of a marked lack of interest in these matters. This aspect should be well diagnosed and followed by teachers, taking into account the prolonged distancing from the classroom due to Covid-19.

Adolescents tend to classify subjects into "interesting" and "uninteresting", according to their own interests and the quality of their teaching, and into "necessary" and "unnecessary", based on their professional interests; hence the role that teachers must play in managing the ASP in order to insert the adolescent into it, according to his or her preference or not for the subject.

All this is conditioned by the fact that adolescents are still more attracted by the external aspects of the subjects than by their contents and maintain habits typical of school age, in terms of the passive way of assimilating the study material, learning it by heart, textually, without achieving its comprehension on some occasions. This last element may have been strengthened by the television mode of the classes where there has been no direct exchange with the teachers and classmates of the school group.

Taking into account the above in the development of motivation to study in adolescents, the lower secondary school teacher(s) should take into account the personal determinants that affect motivation to study, such as the students' expectations, the result that learning has for them and the affective component.

Expectations refer to students' beliefs about themselves and about the performance of a given task. Here, the self-concept, which is the result of a process of analysis, evaluation and integration of information derived from one's own experience and the reaction of significant others (classmates, parents, and teachers) is the determining factor.

Upon returning to the classroom, expectations should be handled with great pedagogical tact, since it is logical that after isolation, adolescents feel certain insecurity when undertaking the solution of learning tasks, therefore, the teacher should gradually make the learning tasks or teaching tasks more complex so that students become more confident in their performance.

On the other hand, the result indicates the students' goals and their beliefs about the importance of and interest in the task, that is, its significance. The chosen learning goals give rise to different ways of coping with learning tasks and different motivational patterns. They can be situated between two poles ranging from an extrinsic orientation to an intrinsic orientation, which from a Vygotskian perspective consists in the internalization of the teaching content.

Thus, while some students are driven by the desire to know, curiosity, preference for challenge, interest in learning, others are oriented towards the achievement of extrinsic goals such as obtaining grades, rewards, positive judgments, parental and teacher approval, and avoidance of negative evaluations.

It is therefore recommended an adequate and balanced management of intrinsic and extrinsic motivations, not weighting one over the other, but rather combining them in correspondence with the diagnosis of the group.

Goals increase motivation if they are specific, moderately difficult and achievable in the near future. There is an important difference between performance goals (the intention to appear intelligent or capable to others) and learning goals (the intention to gain knowledge and master skills).

Students who are motivated to learn generally set learning goals rather than performance goals and care more about learning than about showing a good outcome. In order for goal setting to be effective, students need accurate feedback about their progress toward goals.

Based on these ideas, it is good to recognize the need for each adolescent to be given timely guidance on the progress he or she is making and for the teacher to design strategies that allow both individual and collective goals to be achieved.

In this sense, it is suggested that the strategies be aimed at promoting collaboration among the adolescent members of the group, through teamwork, balancing pairs or any other didactic alternative that allows goals to be achieved.

Consequently, for the student to feel motivated to study and learn some contents in a meaningful way, it is necessary to take great care in the way the learning situation is presented to him/her, in how attractive, interesting and challenging it may be for his/her intellectual capacity and in the evident usefulness it may have.

The affective component is the one that gathers the emotional reactions of the students to the task. Emotions are an important part of the psychological life of adolescents and have a strong influence on their academic motivation and cognitive strategies (for the acquisition, storage, retrieval of information, etc.) and, therefore, on their learning and academic performance.

The type of emotion experienced by the student in the performance of learning tasks is determined by the characteristics of these tasks, by their content and the methodological strategy designed by the teacher for their performance. The management of the evaluation and the grades obtained by the adolescent in the performance of the tasks will play a determining role.

Regarding the teacher's role in motivating students to study, it is not a matter of motivating them, but rather of creating an environment that allows them to motivate themselves.

Therefore, it makes much more sense for the teacher to focus the interest on the environment or the learning situation, than to try to provoke a direct change on the personal components of the students, since during the period of isolation the adolescents could modify some personological characteristics due to the family influence, the indiscriminate use of the new technologies and some have moved towards higher stages of psychic development, which can provoke the

awakening of interest in other activities.

To achieve the above, learning activities or situations should be selected that offer reasonable challenges and challenges due to their novelty, variety or diversity, appropriate to their intellectual level, students should be helped in making decisions, encouraging their responsibility and independence and resuming the development of their self-control skills.

In this sense, the teacher must motivate the activity of learning, of study; which means that students discover in it the possibility of satisfying their cognitive needs. From here, the criterion derives that the teacher must resort to an assertive communication with his students, awaken interest in the subjects he teaches, and promote initiative, creativity and intellectual activity with respect to the teaching-learning contents.

The teacher must penetrate into the individual characteristics of his students, know what new affective and cognitive needs have appeared and, consequently, give him what he needs from the affective point of view. This creates satisfaction in the students and lays the foundation for the development of motivation and interest in studying.

Likewise, he/she must know what topics are of interest to the students, which serves to try to link the subject taught with those interests. It is necessary then, to expose the topics of study with emotion, with interest and to ask questions to the students that promote the intellectual activity of these. The student's understanding of what is being explained should be favored to the maximum, but at the same time it is necessary to act in such a way as to awaken cognitive interests and the intellectual activity of searching and reflecting on what is being studied.

It would be good in this particular, after the incorporation of adolescents to the classroom, to gradually dose the learning tasks, not to deposit large loads of contents since they will enter a period of readaptation to the study activities.

Following this idea, it is important to point out that taking into account the characteristics of adolescents, teachers, in order to develop motivation, should use new ways of organizing study activities. This is why the advantages offered by teamwork should be considered.

Group learning is a process of interaction and mutual influence, in which the members of the group, the teacher, the joint activities, the tasks, the group methods and techniques and the contents to be assimilated intervene in a dynamic game. After the social isolation, it is convenient that through this learning process, adolescents have the opportunity to share their concerns, fears, dissatisfactions and will face clarification processes, both in aspects related to the content of the subject to be taught, as well as the problems and difficulties involved in the growth process itself, full of resistances, fears and anxieties arising from a situation as difficult as the confrontation with a pandemic.

Although the elements discussed so far influence the development of learning motivation, it should be noted that there are didactic elements that also determine such motivation, among which we can point out: teaching methods, evaluation and forms of organization.

The selection and adequate organization of methods as a didactic tool that shapes the interaction between teacher, student, group, constitutes an aspect of vital importance to achieve the desired learning levels.

In this sense, the systemic character of the method is expressed precisely in the fact that the learning tasks to be developed depend basically on the level, the moment of the process and the predominant types of contents.

The motivating nature of the tasks must respond to the interests of the students without contradicting the internal demands of the content. The ideal motivation for learning is generated from the content itself, from its challenging, challenging, novel, relevant nature and from the way in which the teacher, through his actions, contributes to the manifestation of these qualities for his students.

Hence, it is recognized that the balance between the level of complexity of the task, the demand of the goal set and the possibility of achieving it is an indispensable requirement for the effectiveness of the work of the method and for the consequent development of intrinsic motivations with respect to study and therefore to learning.

In the development of motivation towards study, the type of method used by the teacher is of special interest. In order to achieve this objective, González, D. (2003), recommends the use of the problémico method as an intrinsic stimulus of great importance not only to promote

intellectual development, but also to promote an intense and deep motivation, since from the situations posed to the student, he will feel the need for knowledge acquisition and will lead to a conscious and motivated learning activity. However, in addition to these criteria, the role assumed by other methods as productive of intellectual activity, such as independent work, joint elaboration and research work, is also recognized.

Likewise, the teacher must take into account the role that evaluations play in the development of students' learning motivation. A learning motivation focused only on the outcome of assessments can lead to loss of motivation or adaptive motivation.

Therefore, the autonomous, real and most positive learning motivation is the one that arises as a result of the harmonious combination of assessments with the selection and use of a certain type of method that awakens students' cognitive interests and an active and creative attitude in them.

Therefore, in order to develop motivation to study, the teacher must be consistent with the use of the different forms of evaluation that exist. Likewise, he/she must make clear to the students which will be the indicators to be taken into account for such evaluation, so that they have a guide that allows them to self-evaluate, evaluate their peers and develop their self-concept.

In this sense, the evaluation must fulfill its educational function, since the student facing evaluative learning situations will contribute to favor a more responsible attitude towards study, thus encouraging motivation. The fulfillment of this function should lead the student to learn to self-monitor and self-evaluate his or her cognitive progress.

Both the methods and the evaluation are specified in the forms of organization of the PEA. Consequently, for the development of motivation, the need to use diverse and varied forms of organization should be emphasized to allow an integral and rich approach to learning. Recognizing three protagonists in the ADP implies designing activities with the students as well as the group in mind.

In this sense, it is necessary that after the prolonged isolation, the use of new, less conventional ways of organizing the study activity, using attractive spaces such as laboratories, workshops, museums, increasing independent activities and practical activities, using games, among others, should be taken into account.

Therefore, the teacher needs to assume the process with a strong dose of activation and self-regulation, motivation, involvement and affective commitment that generate this same condition in their students during the development of the class.

Thus, it can be argued that both personal and didactic determinants play an essential role in the development of motivation by activating and energizing the students' performance during the PEA. The achievement of satisfactory results in the development of such motivation will depend to a great extent on the way in which the teacher conducts these determinants.

Conclusions

After the analysis carried out, the following conclusions can be drawn:

Motivation towards study has been modified by the prolonged isolation produced by covid-19.

The theoretical references about the motivation to study allow understanding the complexity of this process in the period of adolescence.

It is up to the teachers of Basic Secondary Education to offer new didactic procedures to stimulate the motivation to study in adolescents at this educational level.

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