

The utopia of self-motivation and the link between personal and cognitive development in the context of covid-19

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ABSTRACT:

The study of human behavior is very complex, but at the same time it is important to explain the role of the teacher when assessing the student's performance in relation to academic achievement, which is why it is intended to demonstrate that the student's self-motivation influences academic achievement. The "Chakana pregunta" was used as a didactic strategy to develop critical thinking. A case was analyzed and nine questions were created, with which the aforementioned objective was set. The referential analysis and the literature review facilitated explaining the importance of self-motivation. This whole procedure led to the use of the deductive method, with which the finding focused on the concept of motivation from the etymological contribution is recorded, the same that, over time, has materialized a perception alien to educational practices. The study considers the contribution of Fernandez (2012) through the use of 12 questions of the "motivation test", applied to 160 people whose ages range between 14 and 50 years. From this sample, 30% are students of Regular Basic Education, 35.6% are students of higher level (technical and university) and the remaining 30% is equivalent to adolescents and older people who do not specify their occupation; the latter data being equally important for our analysis. The results obtained were sufficiently clear because it was determined that self-motivation influences, on a large scale, academic performance.

Keywords:

self-motivation, academic performance, strategy.

1. INTRODUCTION

In the academic context, people play a specific role, whether they are teachers, students, parents, among others. All play a fundamental role in education in order to achieve their respective goals. In Peru, these roles are generally governed by external factors, such as society, the family, the school, etc. However, there are some processes that are not necessarily generated by the external, in other words, they are processes specific to each person, which mark a certain particularity, such as self-motivation, which "consists of learning to know

oneself and being aware of what allows people to produce that fuel someone to put into action, enjoying the day to day" (Nescolarde, *et al.*, 2016, p. 3020).

In order for the student to be self-motivated, it is necessary for him to be conscious of his actions and decisions. Consciousness is a psychic capacity that develops over time and is reflected in a person's behavior through perception, learning, language, thought, etc. These are the cognitive processes, which "order people's ideas to form concepts and selectively

filter information according to their purposes and expectations" (Elvira and Raúl, 2003, p. 19). In this sense, self-motivation leads to the self-realization of the person. However, this process is not always achieved by students, because many times, personal awareness is distorted or does not develop due to factors such as violence. Members intentionally exercise "physical force or power, in fact or as a threat against oneself, another person or a group or community, that causes or has a high probability of causing injury, death, psychological harm, developmental disorder or deprivation" (Colque, 2020, p. 3). The family is a participant in the student's academic formation; therefore, it has a direct relationship with the student. It is important to recognize that it is enough with the participation and execution of violence by a member of the student's direct family for it to affect the decision making and awareness in his or her actions of the aggrieved. "It is in the individual where violence starts and it is from there that its repercussion is generated towards the "other" who is closer, and who are none other than the mother, the father or the children" (Jacinto, 2019, p. 22).

The study was carried out on 160 undergraduate students of the Universidad Nacional Pedro Ruiz Gallo (Lambayeque-Peru), 30 % of whom come from Regular Basic Education, with the purpose of demonstrating that the student's self-motivation influences academic performance. The research is based on observation and documentary analysis considering the "Chakana pregunta" as a didactic strategy to produce scientific texts. One of the main findings is that, etymologically speaking, the concept of self-motivation is not the representation of educational practices because it has developed a wrong perception of seeing the process of human development very much associated to the self and internal exercise of individuals at any stage of their training.

2. METHODOLOGICAL STRATEGIES

The development of the process of writing scientific paper begins with the writing of a brief case (no longer than 700 characters), which is a description of an event that occurred at school and that has generated a negative experience. The case is the following:

Case 1.

I remember my classmate was a bit of a buffoon and treated some classmates badly, I did not relate much with him but we did match words when doing work or passing homework, one common Friday while everyone was going off the rails heading to their weekend was

when I heard my best James say: "Come with me to buy clothes", I agreed to go as it helped me to relax, walking along the sidewalks of Chiclayo, heading straight towards the galleries that are left by the passages, crossing the square was when we saw him, there was the jester of the classroom playing *play* with some friends when suddenly... we saw someone hit him in the trapeze area a few centimeters from the back of his neck. "You should be helping me to work!" were his father's words as he pulled him by the hair, making a fool of him in front of his classmates, James and I continued on our journey in search of clothes (B. Chepe, personal communication, February 19, 2021).

The analysis of the case generated nine questions that were placed in the "Chakana pregunta", with the purpose of developing an equal number of perspectives that would allow to propose a solution to the case and at the same time an idea to develop it as a scientific paper. Once the nine questions were completed, the *top horizontal level* was selected (Figure 1), with the objective of writing the objective that will guide the scientific paper as a partial accreditable product in the course. Then, the literature review was conducted, with the purpose of registering theoretical references to the supposed solution of the selected case. The study begins with the analysis of simple terms, followed by the question "what is self-motivation?" This was intended to configure a reason whose objectivity defines self-motivated rather than motivated students.

Regarding the *horizontal analysis* -in this case, higher- it can be said that it can be distinguished from the other five levels because it offers possibilities for the exercise of autonomy, but at the same time it is about the perspectives to raise the drafting objective. In this regard, Bocanegra (2020), points out:

It is developed through complementary directionality, in order to make sense of the recreation of knowledge through critical thinking. The horizontality of data, with sequential predisposition, invokes the development of sequential analysis, in order to view all possible arguments (p. 246).

The three questions arose from the Chakana question's own analysis and were as follows: "What does self-motivated learners mean?" (PC), "What does self-motivated students mean?" (PP) and "How does violence impact bystanders?" (PC). All three questions were located at the upper end of the Chakana question (see Figure 1).

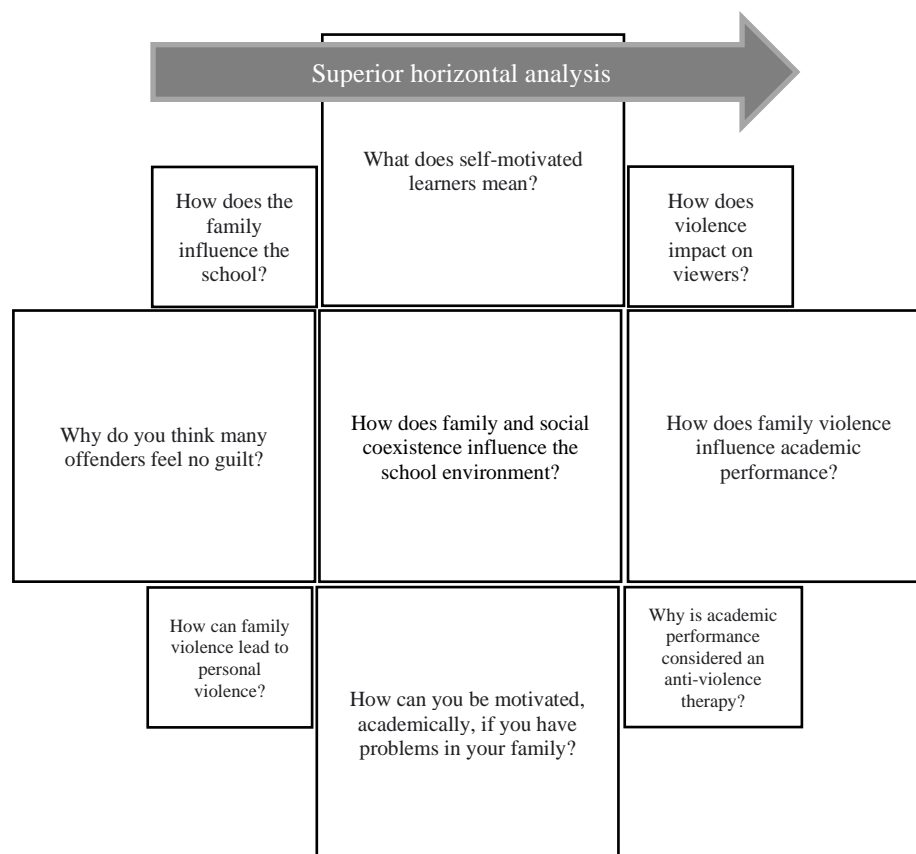


Figure 1. Knowledge organization.

Figure 1 presents the scheme of a representative organization of knowledge, the nine questions posed according to the upper horizontal analysis, which starts from the complementary question (CP), leads the argument to the main question (MP) and concludes in another complementary question (CP).

After the nine questions were posed and the level of analysis selected, various sources were consulted and 12 questions with 3 alternatives were selected from the "Motivation Test". The survey was applied to 160 people in an age range of 14-55 years, 35.6% are university and technical students, 34.4% are workers and adolescents who do not specify their occupation and 30% are schoolchildren in regular basic education. The survey was applied using the Google Forms questionnaire. On the other hand, 15.6 % of the respondents are around 20 years old and come from different centers, 53.8 % are women, 44.9 % are men and 1.3 % preferred not to reveal their identity. At the same time, Case 1 was analyzed, which was part of an academic activity within the Orientation and Well-being of the Learner course of the Language and Literature program of the Universidad Nacional Pedro Ruiz Gallo.

3. RESULTS AND DISCUSSION

The analysis of the results is based on three questions, which are supported throughout the document. The

three questions correspond to the upper horizontal analysis. Each question constituted an important input to understand the role of cognitive processes as a human faculty capable of creating knowledge with critical thinking. Cognitive processes "order one's own ideas to form concepts and selectively filter information according to our purposes and expectations" (Elvira and Raúl, 2003, p. 19).

In this sense, self-motivation leads to self-fulfillment. However, this process is not always achieved in students; because, many times, personal awareness is distorted or does not develop due to factors such as violence. Members intentionally exercise "physical force or power, in fact or as a threat against oneself, another person or a group or community, that causes or has a high probability of causing injury, death, psychological harm, developmental disorder or deprivation" (Colque, 2020, p. 3).

The family is a participant in the student's academic formation; therefore, it has a direct relationship with the student. It is important to recognize that it is enough with the participation and execution of violence by a member of the student's direct family for it to affect the decision making and conscience of the aggrieved in his or her actions. "It is in the individual from where violence starts and it is from there that its repercussion is generated towards the "other" that is closer, and that are not but the mother, the father or the children" (Jacinto, 2019, p. 22), therefore, the mobilization of the

inner strength is in him as well as that in him is denied the sense of ethics or the axiological framework. Assuming some considerations, the three questions that were the motive for the elaboration of the objective that led the study are discussed below.

3.1 What does self-motivated learners mean? Perspective

Self-motivation, in recent years, has been changing with the great advances in industry and the technological leaps that arise daily. The idea of self-motivation is now more convenient for large companies than for human self-realization. It is not strange to understand that "motivation and job satisfaction are key to Human Resource Management in a total quality approach" (Marin and Placencia, 2017, p. 42). Companies every day employ new methods to achieve their goals and keep employees (workforce) in a constant motivation. "The concept of motivation (individual aspect) leads to the concept of organizational climate (organizational aspect). Human beings are continuously forced to adapt to a wide variety of situations in order to satisfy their needs and maintain an emotional balance" (Gonzales and Parra, 2008, p. 48), otherwise they may succumb in their purposes. Of course, it follows that external factor become stimulants and conditioning factors in making decisions about their own emotions, in a way it would be a human absurdity not to be fully aware of the emotional state.

It is notorious that the interests are convergent or divergent on the part of the company; however, why talking about motivation and not self-motivation? The fact is that motivation will depend on adequate and inadequate stimuli; according to its realization, which can be intrinsic or extrinsic, whose function is to make the individual more efficient at the moment of achieving his goals and purposes. Now, is it possible to reflect in the same line when talking about education at any level? Another unavoidable element is motivation itself when it is opposed to, precedes or precedes decision making and manifests itself as a very personal behavior of the student and is commonly known as motivation, which is understood as "the degree to which students strive to achieve academic goals that they perceive as useful and meaningful" (Santos (1990), cited in Polanco, 2005, p. 2), since every individual acts seeking to achieve success; however, there is also another questioning of the idea of personal disposition in a given context because not all people have the same disposition to face their development, since every individual acts with the intention of achieving success. Another question also arises regarding the idea of *personal disposition* in a given context because not all people have the same disposition to face their development; therefore, *how can one be academically motivated if he has problems in the family?* The uncertainty about this is evident because it is not possible to ensure readiness without

knowing about self-motivation. Contextualizing the study and going to the educational level, it is necessary to explain *why academic performance is considered as an anti-violence therapy*, in order to understand the natural state of self-motivation.

The motivation process generates other processes that are closely related to preferences. Of the 160 respondents, 78.8% say they like what they do and enjoy it, while 10.6% say they feel obliged to do something and 10.6% think it is the only alternative because they think the money is good and that they will gain some benefit.

From the data it can be deduced that willingness -a category similar to motivation by definition- is somewhat forced for many reasons which generates that "when academic tasks are perceived as interesting, important and useful, students may be more willing to learn with understanding" (Rinaudo, Chiecher and Donolo, 2003, p. 108), thus, the inductive role of interesting academic tasks is characterized. The efficiency of a motivated person lies not in how motivated he/she is, but rather in how much he/she wants to achieve; therefore, the idea of self-motivation arises, because, even when the tasks are interesting, the student is the one who makes the decision to face the challenge. The interesting task does not always have the same impact on schoolchildren, that is why human ethology distinguishes the individual with certain and peculiar characteristics that have been built progressively; therefore, the construction of identity depends on oneself, in any case, it is necessary to reaffirm the investigative concern from the following question: *how does family violence influence academic performance?* The answer cannot be immediate because the nature of self-motivation can only be explained when decision-making leads to success.

The problem of motivation lies in the instant where the stimuli become scarce or when the stimulus -which can motivate- disappears. In such cases, the individual is submerged in uncertainty, where not everything is meaningless. For this reason, it is better to opt for self-motivated individuals or that the school has motivated teachers who generate the same in the students. The person who is self-motivated will achieve his goals and it will only depend on how many motives he has. It would not be a question of effort, obviously it will be very obvious the search for the quality of his work or the interaction with the students. While motivation will depend on a stimulus that will last as long as it is maintained, self-motivation will be continuous until the goal is achieved.

It is true that motivation and self-motivation, as attributes of people, are convenient for companies and their purposes due to the power of very favorable effects or results. In the same way it happens in the school environment, it is recognized that it is of utmost importance.

Currently, globalization and the changes that happen in the world day by day, such as the unexpected pandemic, caused students to be immersed in a school without their own space because the virtual modality was chosen through the program "I learn at home". Not all teachers are in the same condition to develop such formative processes, which leads to the fact that students are unmotivated and have developed other interests, since the change was very sudden. "In contexts of pandemic and the knowledge society, virtual education related to the use of Information and Communication Technologies (ICT) becomes evident and demanding" (Huanca, *et al.*, 2020, p. 115).

As in companies where the sense of motivation is pressing, in the university, motivation is achieved when the student perceives external or internal stimuli without knowing the origin; however, it is debatable the difference of both categories that define human behavior because motivation only exists in front of the stimulus, although, in many cases, the stimulus does not exist and, nevertheless, the results are extraordinary. While the idea that a person is or is not motivated is questionable, it would also be crucial to judge the process of self-motivation.

The categorical analysis of self-motivation has its origin in the etymology of the word motivation, which derives from *motivus*, meaning movement and whose suffix -tion implies some action-effect. Of course, educational practices and teachers' perceptions are not oriented to judge the movement of students and their own effects. This etymological warning, with time and for reasons inherent to the mutability of the linguistic sign, has changed to submit to the fact of associating it to the spectrum of educational psychology, which is why when one speaks of motivation as a pedagogical process one alludes to the motives or simple reasons that drive the realization of something, without being clear about the origin. The implicit play of the categories is oscillating between the same concepts that, unfortunately, are not proper to the educational professionals' *acquis* because "self-motivation, autonomy and self-regulation [...] will occur if it provides self-evaluations, meaningful and timely assessments, adequate scheduling and differentiation of activities" (García, Tenorio, & Ramírez, 2015, p.10) that has to lead to the goal. In this sense, self-motivation is basically awareness, it involves committing to the achievement of the goal with the sole purpose of feeling good and enjoying the process, regardless of whether it is external stimulus or the context in which the person may live. This contribution is compelling because, usually, the individual seeks to achieve something material. For example, why is there a need to develop professionally at university? The reasons are diverse, among them, to be independent and to enjoy.

The interests of students lie in the effects that self-motivation has on learning and at the time of the process

for the acquisition and development of knowledge is fundamental. A self-motivated student will achieve his goals with his own merits independently of his context, whether it is a home without conditions and with family conflicts, this student will achieve self-fulfillment with his own motivation (self-motivation).

Now, intrinsic motivation refers to those stimuli such as desires and achievements that someone wants to obtain, for this interaction with the environment and the people around the individual is needed because "intrinsic motivation is based on internal factors such as self-determination, curiosity, challenge and effort, which emerges spontaneously by internal tendencies and psychological needs that promote behavior without extrinsic rewards" (Reeve, cited in Domínguez and Pino-Muste, 2014, p. 3). Self-motivation is often confused with intrinsic motivation, so it should be made clear that the former will not depend on the environment or the individuals with whom it interacts, it is by self-will and awareness. On the other hand, intrinsic motivation requires the environment, so if the person comes from a context in which there is no motivation, he/she will be submerged in a life without purpose,

The self-motivated person will manage to get out of that context due to his own will to achieve it without expecting any reward other than his own ends. Going by the route of the analysis of the prefix *in*, it should be assumed that the meaning saves the everyday use of that which deduces something internal, within; however, it can also be thought of as meaning the opposite or manifesting the *absence of*, for example, in the word: *in-utile*.

Intrinsic motivation assumes that cognitive processes are *inside* because they are not visible; therefore, the extreme similarity allows to understand that both categories are synonymous. The same cannot happen if one judges the prefix *auto* in the word self-motivation because it is the prefix *autus* (from the Greek) that points to autonomy, self, etc. For example, automaton, self-taught, self-goal, etc. From this perspective there is, then, a significant difference, however, human behavior has to be different as long as there are factors that do not always have control within the school, then, when a person imitates is not exercising his own autonomy, it transcends that self-motivation is the natural force, it is the synergy generated from the purity of the decision to be noticed different.

3.2 How can the school influence the family?

The development of human cognition occurs as long as individuals are part of the formative process or are far removed from it, as much as the school, the context offers many possibilities to understand the limitations of self-motivation; however, the study clarifies some references through the results of the survey and the valuable contribution of other research. For Coloma *et al.* (2019), "to motivate a student is to create and/or

increase the willingness to learn collaboratively and independently by focusing on the affective stage of the teaching-learning process by the teacher" (p. 22). In contrast to this premise, self-motivation is not context-dependent; rather, the context will be influenced by it, since the school is not the neat space in itself, it becomes the context capable of influencing the family, it is not ruled out that the family has the same power; however, it is about the generation of motives to assume them indistinctly. That is why "self-motivation is linked to the self-determination presented by students with good academic performance, who demonstrate behaviors of autonomous commitment such as self-regulated learning, goal definition and regulation of self-motivation" (García, Tenorio and Ramírez, 2015, p. 93); therefore, the power of self-motivation has the power to intervene directly or indirectly in the environment of the person and therefore of the family, hence it can be assured that the school is the *feedback* of the family. The family and the school coexist within social practices that grant open possibilities to individuals.

In this sense, "the idea we have about our own capabilities influences the tasks we choose, the goals we set for ourselves, the planning, effort and persistence of the actions aimed at that goal" (Lamas, 2008, p. 16) and with this it is possible to configure a style or a personal brand. The results underlie discreetly in the respondents because 78.8% enjoy their activities and 70.6% analyze the circumstances of their actions respectively. These actions, once achieved, will allow the environment to influence in a timely way both at school and in the family, therefore another questioning is possible: *how can family violence lead to personal violence? The question is: how can family violence lead to personal violence*, in the understanding that both spaces intervene in the human consciousness and that perceptions of oneself are the origin of self-motivation. On the other hand, 73.3% are self-motivated by trying to achieve a goal; 82.5% experience problems as a challenge and 88.8% value the effort given in the face of an obstacle, respectively. These data point towards the development of self-motivation at work and with regard to short- or long-term development activity, where "interpersonal relationships have a positive and significant influence on job satisfaction" (Yañez, Arenas and Ripoll, 2010, p. 194). This indicates that, in the respondents, self-motivation generates the development of trust between people. In this case, the role of the school is interpolated by the company; however, it is the factor that conditions human behavior from what is considered acceptable or not acceptable in any scenario. The social fabric of bonds is determined by a qualitative value that can explain *how family and social coexistence influences the school environment*. The development of the behavior of individuals is also due to the fact that decisions are the product of trust that

is progressively developed because it is understood that "trust is a facilitator of effective relationships and attitudes at work" (Yañez, Arenas and Ripoll, 2010, p. 194) and in any scenario. The human being is not exempt from the trust of the third individual, spaces such as family and school generate trust and each student or teacher develops it from two perspectives: he/she wishes to be trusted by his/her environment and to be self-confident. The consequence of this is that human relationships are cultivated positively.

The family and school environment also generates many possibilities in which the development of feelings is concomitant. In this line, the data register indicates that 76.3 % feel proud of themselves for their achievements, while 56.3 % indicate that, when they feel unmotivated, they are self-driven to do their activities. Finally, 89.4 % say that, when faced with a difficult and tedious activity, they make their objectives and goals clear so as not to give up. According to these results, most of them expressed the limit of their expectations because they admit feeling self-motivated. The contrast of the results does not affirm that the genesis is in the social or family environment. In addition, the participants reflect a realistic attitude towards the circumstances, the role of self-motivation is that it "promotes a higher level of academic achievement and satisfaction" (Suárez et al., 2018, p. 16) because it is a self-established and self-conceived goal. It may be an extreme dilemma to understand the role of the school as a function of the family or that of the family as a contributor to the school; however, the utopian becomes an argument that self-motivation is not a simple recourse to good cheer to achieve the goal.

The last results obtained indicate that 73% are aware of their responsibility in a situation that demands good decisions, 51.2% are subordinated to the reward or reward for the effort, 84.4% are aware of their effort made in an activity and, therefore, it is difficult for them to give up in the face of a difficulty. The statistics indicate that the majority of respondents, by being aware of their responsibilities and actions, reflect the inherent self-motivation in people, a product of their self-affirmation.

This tautological case of incidences in favor of self-motivation does not exclude the school, nor does it include the family. Symbiosis generates adequate or inadequate behaviors that, intrinsically, must be seen as self-motivation, assuming that it is the impulse or synergy of the conscious state to make a decision. Therefore, it is a strategic mechanism that "arises when the student experiences a negative evaluation of him/herself in a certain field of study or domain, which causes him/her to set in motion positive evaluation mechanisms in another domain" (Navea and Suarez, 2017, p. 116). A relationship is thus built between self-motivation and the evaluation of everything that exists because it is about human behavior. Another study

conducted by the author indicates that, out of a total of 55,575 respondents, 92% say they are self-motivated and self-confident for the activities outlined.

The results show that the people surveyed are automated, given that in each of them there are external factors that can be negative or positive, having clarity of the premise it can be noted that external factors do not influence self-motivation, since this is personal and inherent in each of them. It is evident that most of the respondents are students who state that they are self-motivated to face their own attitude. Self-motivation influences academic performance and therefore reflects the role of the school; 35.6% of the respondents are students in higher education, technical or university.

3.3 how does violence affect viewers?

Many are the researchers who have conducted studies and analyses on self-motivation; however, not all of them are the reflection of educational practices because, as it happens in others, the same happens in the school or in the family, where some of the members are faithful spectators as much as that student with no apparent motivations who goes unnoticed and, therefore, becomes a spectator. Within this logic, a schoolchild with the minimum of self-motivation can be that spectator without possibilities of human development. To affirm that "learning inadequate behaviors in the face of unjust situations, doing nothing to avoid them, also produces a reinforcement of individualistic and selfish postures and the achievement of a progressive desensitization" (Tresgallo, 2008, p. 331) is both correct and consistent due to the strength of the conditions in which learning takes place. Learning in complex contexts can throw unpredictable consequences because, so far, human behavior offers spaces for further research and then the school develops attending assaulted and aggressor students; however, it is mythical to know, for example: *why do you think that many aggressors do not feel guilty?*

Within this range of possibilities there are results that "show that families have educational implications in the self-motivation of their children towards the study of a university career" (Navas et al., 2019, p. 3). According to this research, the conclusion is that the family is one of the fundamental pillars for students to be self-motivated which differs completely from the premise since our results are completely antagonistic; that is to say that self-motivation does not depend on anyone but on oneself and that it positively influences the academic performance of the respondents. From another viewpoint exempt from how favorable self-motivation can be, it is said that "conflict can be negative or positive, constructive or destructive, and it depends on what we do with it" (Cornelius, cited in Reyes and García, 2015, p. 22) and how it can be valued within the formative process. The negative or positive nature does not determine, finally, the consequences as long as self-

motivation signifies the internal strength of the individual.

This apparent contradiction highlights that human behavior offers many possibilities to continue with the analysis and thus propose that self-motivation will unravel many myths associated with the conceptual definition, because the operational sense of it has generated a behavior in the teacher or parent to consider that he/she has hegemony over the learner.

Singular studies notoriously agree that the relationship between self-motivation and the academic environment is significant, because it is very proper to point out that "self-motivation influences the achievement of learning in distance education" (Valverde & Hernán, 2017, p. 3). It should be emphasized that this relationship is linear and self-motivation has a relevant influence on learning, leaving another possible relationship non-existent.

Consequently, self-motivation is indifferent to any external means, factor or fact, analyzing dichotomous elements about conditions prior to self-motivation or after self-motivation only explains that schoolchildren have enough motivations to generate their own conditions of self-motivation and at the same time generate them. Valencia et al. (2018) considers: "Self-motivation competence, allows self-management of emotions in an appropriate way, through the awareness of the relationship between emotion, cognition and behavior, the appropriate use of perseverance skills and the self-generation of positive emotions" (pp. 8-9). In this sense, a schoolboy can be a spectator whose frivolity defines him as an individual incapable of generating his own dynamism to face new challenges.

One of the ways to rethink the styles or ways of knowing how to live together is the normalization of violence in front of the school spectator without knowing the reasons of the triggering; that is to say, to give emphasis to the causes before the consequences, because a student has enough reasons to be a protagonist within human groups and for himself.

4. CONCLUSIONS

- There are many positive and negative factors to which the individual is exposed in any circumstance, where the school and society can generate involuntary processes. Thus, it is understood that self-motivation has a direct and positive influence on the academic performance of students at any level. Self-motivation is an inherent category capable of generating ideas that drive purposes.

- There are many factors in the daily life of each person, which may or may not affect them, but the decision is up to each human being, so the individual is free to decide what may affect him or not, he is free to decide to be self-motivated or not, regardless of the environment in which he is at that moment.

- Self-motivation influences everything, a self-motivated person is able to achieve what he/she proposes, to reach the proposed goals and, as was already demonstrated in this research, it has a positive influence on academic performance, because it is also the product of the cognitive exercise of the human being.

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