

Motivation factors to reach graduation in students of the degree in Philology and Communication of the National Autonomous University of Nicaragua, Managua in the period 2014-2015

MSc. Milán Prado Cuarezma

Researcher Teacher

UNAN-MANAGUA

milanprado@gmail.com

Keywords: *Motivation, Internal Motivation, External Motivation, Academic Achievement, Goals, Graduation.*

ABSTRACT

The present research aims at analyzing the motivation factors to reach graduation in students of the Philology and Communication career at UNAN-Managua during the period from 2014 to 2015. The approach used is the constructivist based on the description of the Factors of internal motivation and external motivation related to the decision making by the graduation modality chosen to graduate from the Philology and Communication career at UNAN-Managua as well as the degree of association the goals linked to the research, personal self- The social recognition and the obtaining of external rewards with respect to the motivation to obtain this end. The collection of information was done through the techniques of the focus group, directed to students involved in this process, and a structured survey was applied that determined the association between internal motivation and external motivation with achievement by graduating as graduates in Philology and Communication. Among the main findings are the goals related to the achievement of external reward, the students of the career of Philology and Communication specifically pursue: Help their families financially, get any job quickly, and because they want to lead a comfortable standard of living after graduation, suggesting that in comparison to the goals derived from the internal Motivation, those that cause some kind of reward from the social and work environment have greater weight.

INTRODUCTION

The culmination of a university career deserves to defend an investigative work under the modalities stipulated in the regulations or regulations of each school of Higher Studies, this with the specific purpose that students graduate and have the tools and knowledge to perform efficiently in the Field of employment. For this, it is necessary to know to what extent the students are motivated and from where it comes that motivation that is the one that impels them to obtain results. In order to graduate, there is a need for timely teacher support, setting goals, stimuli received from the environment, social influence, among other factors of motivation that together form a series of effective aspects to achieve graduation.

In line with one of the research lines of the Master of Scientific Research (MEDINV), such as promotion, dropout and graduation system in Higher Education Institutions (IES) and the second line referred to the analysis of the promotion, Desertion and graduation system within the lines of Research to support the Endogenous Development of UNAN-Managua, the present investigation is linked to the investigative work of the coordination of the career of Philology and Communication for Development, whose purpose is to analyze the factors Of motivation related to the decision of the students of the aforementioned career about what really drives them to choose, between Graduation Seminar or Monograph, to culminate their professional training and thus to graduate

When talking about motivation, Diaz and Hernández (2007) mention that "[...] motivational factors are related and influence the student's way of thinking, the goals that he or she establishes, the effort and persistence that they manifest, the strategies of study they use And the type of consequence associated with the resulting learning" (p.67).

With regard to motivation issues, at the global level, some countries have pointed out their compass towards this field, being Spain in Europe, which is at the forefront; In Latin America, Mexico, Chile, Argentina, Venezuela are the referents to resume studies of motivational factors and learning processes.

Due to the current context in the demand for research with a high level of scientificity and aimed at solving real social problems, it is considered pertinent to make an analysis of the motivational factors to the students of the career of Philology and Communication in the UNAN-Managua, for the Which selected a sample composed of students who developed their research work under one of the modalities in force in that career, as a requirement for graduation, applying a survey to collect data, in addition to the focus group technique to agree on aspects related to motivation Internal and external of each participant and thus support the results.

Choosing this research topic was very difficult, in principle, because there is a lack of research at the local level, focused on the motivation of students, mainly university students, and the relationship with goals, achievements and expectations to graduate. After an exhaustive search with a database of research work related to motivation factors and academic achievement according to graduation modalities, there are some that reflect the relevance of this topic to be replicated in similar studies, particularly in contexts and Countries that do not yet include them in their research. Due to the importance of this topic, it is intended to analyze the impact of motivation factors, both internal and external, to achieve graduation achievement in the Philology and Communication career at UNAN-Managua.

Motivation is a crucial factor in the life processes of human beings, especially in relation to teaching-learning university and specifically in the careers of humanistic sciences. In the case of Philology and Communication, the motivation is reflected in the students by the course itself and by the different subjects or areas of knowledge that they cover throughout their preparation, since it is known that, professional training in the sciences of Communication, requires greater concentration and dedication on the part of the student, since this will be in many aspects, generator of content, public opinion, responsible for creating and disseminating important information for all society directly or indirectly, which is why it is indispensable that Is adequately motivated throughout the learning process, in order to obtain the most optimal and rewarding results during the exercise of students profession.

In this sense, it is of great importance to determine the factors of intrinsic motivation and extrinsic motivation related to the fulfillment of assignments of tasks that require the process of the research that have an impact on the decision making to choose a Graduation Seminar or Monograph as graduation modalities That allow the student to establish clear, concrete goals and a greater success in the short or medium term in their academic performance, reflected in these research papers for the culmination of the career, which will ultimately be of utmost importance not only for the same student, But for tutors, even for the same university that within its statutes states that research is a right and a duty of research teaching staff, who will exercise with full freedom thematic and methodological, in accordance with the aims and principles of the University and within Of the limits established by the legal system, so it is also worth measuring the extent to which it is being investigated, what really guides them to do it and what factors come into play.

In order to carry out this research, a general review of the studies that have been carried out on the achievement to reach graduation in the field of university vocational training and its link with the motivation factors that students have to successfully accomplish with the Modality of graduation chosen , where perhaps the new paradigms, with respect to the interpretation that the students have, and some teachers about the motivation in the Superior Educational Institutions, obey, to a great extent, generational patterns, to the social conversion that accompanies the Technological development in which everything is obtained by rewards and praise. If not exalted is not done, interest is lost; In such a case, the students demand recognition, praise, awards or any other motivational factor for the achievements that come from the teacher, family, friend, or the environment in which they are developed.

Today, in the so-called information and knowledge society, characterized by the speed, appearance and continuous changes of technology, information quickly disappears around the world, so the ability to decode and use it in the construction of meanings has become an increasingly important task. According to Jonassen (1991), in constructivism reality is in everyone's mind, so there is no single objective reality; The one who learns constructs the knowledge from their experiences, mental structures and beliefs, so that this personal way of creating a reality is what, according to constructivism, determines that there is not one world more real than another, for that reason, Our mind is the filter that allows the interpretation of events, objects or perspectives of reality, so the resulting knowledge is totally idiosyncratic and personal.

On the other hand, Maslow (quoted in Aguirre, 1999) proposes some characteristics that promote self-actualization of the person and which account for the relationship between personal self-realization and motivation.

In the daily life, the human being reflects objects indicative of the satisfaction of his or her needs that induce them to act; Experiences desires, feelings, emotions, aspirations and purposes that, if the right conditions exist, direct and impel their activity towards certain goals whose achievement provides satisfaction. In other words, motivation is a complex integration of psychic processes involving higher nerve activity, which reflects the objective reality aimed at satisfying the needs of the human being and as a consequence, regulate the direction (the goal-object) and the intensity or Behavioral activation and manifests as a motivated activity.

The motivation awakens initiates, maintains, strengthens or weakens the intensity of the behavior and ends the same, once achieved the goal that the subject pursues. By motivation, González

(2008) defines as "the complex integration of psychic processes that affects behavior-inducing regulation, as it determines the direction (towards the object-goal sought or the object avoided), intensity and direction or avoidance of behavior" (p.65). For its part, Pearson Turner and Macillas (1993) affirm that motivation "is a combination of intellectual, physiological and psychological processes that decides, in a given situation, how vigorously it acts and in which direction the energy or factors are channeled That make populations or people act in a certain way "(p.73). Motivation is a general term that applies to a series of impulses, desires, needs, longings and similar forces. People act motivated by benefits or rewards that they can receive and to fulfill this purpose, they must recognize to themselves their own qualities, their capacity to develop and their freedom of choice.

There are two types of motivation: intrinsic motivation, which is a natural tendency to seek personal interests and exercise their own capacities, and in doing so, to seek and conquer challenges, so that the individual does not need punishment or incentives to work because Activity is rewarding in itself. On the other hand, Ausubel (1995) points out that the intrinsic motivation is to choose to perform a job for the simple satisfaction of doing it, without nothing that forces or constrains us, this is what motivates to do something, when nothing external pushes to do it; And extrinsic motivation, is related to the interest aroused by the external reward or benefit to be achieved in performing an activity. For example, a passing grade, avoiding reprimand by parents, getting money in exchange and others (Díaz and Hernández, 2007). In the same way, Campanario (2002) comments that extrinsic motivation occurs when the stimulus is not directly related to the activity developed, or when the motive for doing so is only the concrete material need.

In relation to the variables that derive from the objectives proposed in this research, it is proposed to determine the degree of association of dependency or independence and the relationship that exists between:

- 1. Intrinsic Motivation:** Motivation that focuses on the task itself and on the personal satisfaction that represents to face it successfully.
- 2. Extrinsic Motivation:** Motivation that depends on what others say or do with respect to the performance of the student, or what he obtains as a tangible consequence of his learning.
- 3. Graduation Modality** as a synonym for achievement by Graduation or relatively stable provision of pursuit of success or achievement understood as the tendency to finish a university career in situations involving the evaluation of student performance, in relation to standards of excellence Based on learning.

METHODOLOGY

According to the methodological design, the type of study is descriptive and analytical, according to the method of observational study (Piura, 2006). According to the time of occurrence of the facts and registration of the Information, the study is retrospective, and according to the period and sequence of the study is transversal (Canales, Alvarado and Pineda, 1996). According to the classification of Hernández, Fernández and Baptista (2006) the type of study is Correlational. In addition, this research is placed under the dimension of the constructivist paradigm that determines the organization of learning from the perspective of the subject that learns, the social dimension that relates the necessary conditions for the interaction between peers and the

interactive dimension with respect to inclusion from the contextual elements to the development of knowledge.

The present study was carried out in the Philology and Communication career of the UNAN-Managua to analyze the motivation factors related to the graduation present in the students of the Philology and Communication career of the National Autonomous University of Nicaragua, Managua, during the 2014-2015 period.

As for the Universe, the cohort was composed of 241 students, divided into four groups: two fourth and two fifth year in the morning and afternoon shifts of that career in the period 2014-2015 and to determine the sample of this research, according to Student records enrolled in the current graduation modality, 69 students were selected as follows: 26 male students equivalent to 38% and 43 female students representing 62%. The analysis only includes students in the process of preparing a research thesis, either in the form of Seminar or Monograph.

The type of sampling used was for convenience, taking into account that it is a population with the same characteristics (students) and it was decided to apply the survey to the whole universe as small. In this regard, Creswell (2008) states that it is a procedure of the quantitative method in which the researcher selects the participants who share the same characteristics and who are willing and available to be studied.

The techniques used in the data collection were the focus group developed with 7 students of the career who already defended their thesis through one of the modalities (Monograph and Seminar of Graduation); We used the technique of the focal group, used in the qualitative research, that allowed through the discussions and opinions, to know how the participants think about a certain subject or subject (Hernández and Coello, 2002; Rodríguez-Andino et al, 2007). In addition, surveys were applied to students of the Philology and Communication career under the following inclusion criteria: that they did not have pending subjects and that they were enrolled in one of the two modalities of graduation in force in the career.

From the data collected, the corresponding database was designed, using the SPSS statistical software, v. 20 for Windows, then apply the relevant statistical analyzes according to the nature of each of the variables (**quantitative or qualitative**) and guided by the commitment defined in each of the specific objectives; A descriptive analysis was performed corresponding to the nominal and numerical variables, including: **(a)** Frequency analysis, **(b)** descriptive statistics according to each case. Relevant Contingency Analysis (Crosstab analysis) was also performed for all non-parametric variables, to which a Spearman Non-Parametric Correlation (Spearman Phi) test was applied.

This test is a variant of the Pearson correlation coefficient, which allows to demonstrate the linear correlation between category variables, by comparing the random probability of the event and the level of preset significance for the test between both factors, so that when $p \leq 0.05$, the null hypothesis of $\rho = 0$ will be rejected.

DISCUSSION AND ANALYSIS RESULTS

Once the survey was applied to collect the information provided by the students of the Philology and Communication course during the process of elaboration of graduation modality in the period 2014-2015, the corresponding statistical treatment was made to determine the assessment and

relevance of the Relationship and degree of association of internal and external motivational factors with achievement goals.

Focus Group

The analysis of the focus group for the construction of a shared vision on the students' opinion of the Philology and Communication career on the reasons that influenced the selection of Graduation Seminar or Monograph as a modality to graduate, whose purposes are: (a) The aspects related to the motivation factors of the students of the Philology and Communication career that influenced the decision to choose Graduation Seminar or Monograph as a modality to obtain their university degree; (b) The aspects related to intrinsic motivation or personal self-assessment such as security and the realization, in addition, aspects related to extrinsic motivation such as the needs and social recognition promoted or instilled by the tutor; (c) The related aspects of graduation as a goal proposed by the student; (d) The linking of internal and external motivation to graduate as a graduate and obtain their degree, helped to obtain the following results:

The first thing to discuss is that, if some internal or external motivation factors are associated with achievement by graduating students, based on the result of the Chi-square test, the joint frequency distribution of two variables qualitative, as well as the statistical measures that allow to analyze this association, a significance was obtained $p = 0.057$.

CHI-SQUARE TESTS			
	Score	GI	Sig. asintótica (bilateral)
Chi-square test of Pearson	5,723 ^a	2	,057
Reason's verosimilitudes	5,536	2	,063
Asociación lineal per lineal	2,751	1	,097
Number of valid cases	59		
Table 1 Chi-square test result. First motive that came to your mind when you thought about the modality of graduation that you would choose to graduate. * What type of graduation will you choose to complete studies?			

In Table 1 of the Chi-square test, where the Chi-square test of Pearson is to be considered, a value of χ^2 of **5.723** with $gl=2$ and a significance of $p = 0.057$ is obtained, recalling The decision rule: the level of significance must be less than or equal to **0.05** to reject the null hypothesis; We found that the significance is equal to **0.057** less than or equal to **0.05**, so the null hypothesis is rejected. Then, the proportion of the motives that the students had when choosing their modality of graduation are different.

Common result was obtained in the discussion of the focus group, according to the consensus of Purpose a2: The motivations related directly to the modality chosen graduation, the manifestations were varied.

The participant (1) stated that, "During the course of the career I carried out research work with the monograph format, having this knowledge helped me and motivated me to make the decision to opt for a monograph." While the participant (3) asserted that, "One of my motivations to opt for the monograph is due to the academic weight it represents when opting for a scholarship abroad",

while participant (4) confirmed that, “New experience in the field of research, commitment and desire”.

As part of the goals derived from internal motivation, the most meaningful for students is based on the correlation of dependence between *the graduation modality chosen to finish studies and the time they investigate under the modality chosen, will increase their professional preparation*, Which stands out above the others ($p=0.045$ based on the Phi Spearman independence correlation test)

SYMMETRICAL MEASUREMENTS			
		Score	Aproximate
Nominal per nominal	Phi	-,247	,045
	V de Cramer	,247	,045
Number of valid cases		66	
Table 2. What kind of graduation will you choose to complete studies? * Because the more time I research under the chosen modality, my professional preparation increases.			

As shown in Table 2, it is most likely that this goal influences the students, because throughout their professional training they are interested in some subjects that they believe are the closest to their future professional performance in the field labor.

It is appropriate to address the findings regarding the goals related to external motivation, which Diaz and Hernández (2007) point out, is related to the interest aroused by the external reward or benefit that will be achieved when carrying out an activity. For example, a passing grade, would avoid reprimand of parents, get money in return, among others. Specifically for this research, six external reward goals were proposed, ranging from obtaining the degree to find a job quickly, financially helping their families, getting any job quickly, gaining prestige and status before others, achieving a level of Comfortable life after graduating to the goal of having in the future a salary according to the profession of Philologist and Communicator.

The first of the three significant goals, according to Spearman’s Phi independence test, is *to help economically the families* of each student for which a significance of $p=0.014$ was obtained (Table 3). As part of the achievement of external reward, students are encouraged to help their families either as an act of retribution for the years invested in their professional training and the sense of humanistic values instilled by the university.

SYMMETRICAL MEASUREMENTS			
		Score	Aproximate
Nominal per nominal	Phi	-,308	,014
	V de Cramer	,308	,014
Number of valid cases		64	
Table 3. Modality of graduation chosen to finish studies. * Help my family financially.			

The second significant goal derived from external motivation is that of *getting a job quickly*, after graduating as a Philologist and Communicator with a value of $p=0.054$ associated with the Phi Spearman test.

SYMMETRICAL MEASUREMENTS			
		Score	Aproximate
Nominal per nominal	Phi	-,241	,054
	V de Cramer	,241	,054
Number of valid cases		64	
Table 4. Which type of graduation will you choose to complete studies. * To get any job quickly.			

The result of Table 4 shows that the goal to get work is another motivating factor for graduation (note that it is about getting any type of job once you graduate). This is supported by the proposal of Díaz and Hernández (2007), which states that the goals related to the achievement of external rewards are linked to access to a social position, economic status, employment or other possibilities of external rewards such as scholarships, awards, certificates, among others.

This is also evident in the expressions of the participants of the focus group and the consensus obtained in the discussion in which the aspects related to the motivation to reach Graduation in the participants of the self-recognition and prestige are revealed: Participant (2), “In addition to being more responsible, in doing this with enthusiasm I know that I am investing my time in something productive, apart from that another of the binding factors in this need is to get work”. Likewise, the participant (5) said: “I was motivated by the desire to successfully complete the university career, to get a degree, to seek a stable job, and to improve the living conditions of my family”

In relation to the third goal with significance based on Spearman’s Phi test with $p=0.030$ corresponding to *comfortable living later*, what is set as a short, medium or long term goal is to reach that level or status Socio-economic that generated the graduation as a graduate in Philology and Communication.

SYMMETRICAL MEASUREMENTS			
		Score	Aproximate
Nominal per nominal	Phi	-,271	,030
	V de Cramer	,271	,030
Number of valid cases		64	
Table 5. Which modality of graduation you will choose to finish studies. * Because I want to lead a comfortable standard of living later			

While it is true, all students aim to improve their economic situation and those of their families. It is meritorious to point out that another motivation to graduate is to lead a standard of living according to their professional and work expectations.

CONCLUSIONS

The motivation factors related to the decision-making of the graduation modality of the students of the Philology and Communication course of the UNAN-Managua during the period 2014-2015 are diverse and binding to different purposes from internal and external aspects both Both personal and contextual.

There is a degree of association between internal motivation and external motivation with the graduation achievement of Philology and Communication students from UNAN-Managua during the period 2014-2015 related to different factors of a temporal nature, personal improvement and rewarding Material in accordance with the student's abilities and interests manifested through the goals that the student intends to graduate.

The relationship of dependence with greater significance lay in the goals linked to obtaining external rewards, mainly the goals pursued by the students during their process of realization of the modality of graduation among which stand out: To help their families economically, to quickly obtain any Employment and a comfortable standard of living in the future. This means for the students, to feel superior to the other, or to show others, their own abilities and skills, to establish a personal satisfaction of success "improvement of the self" because it refers to the use as a source of status gained, in addition, others External motivational factors are linked to access to a social position, economic status or other possibilities of external rewards such as scholarships, prizes, certificates, among others.

Finally, the relation between the goals linked to the research and the personal self-assessment with the graduation, is scarce, because of the seven goals that were proposed as indicators of internal motivation, only one was significant for the students and was linked to the time that Dedicate themselves to research to increase their professional preparation.

REFERENCES

- ABARCA, S. (1995). *Psicología de la motivación*. San José, C.R.: Editorial Universidad Estatal a Distancia.
- AGUIRRE, E. (1999). *Enfoques teóricos contemporáneos de psicología*. Santa Fe de Bogotá UNAD. Facultad de ciencias humanas.
- AUSUBEL, D. (1983). *Teoría del aprendizaje significativo*. Trillas. México
- AUSUBEL, D.P., NOVAK, J.D. y YHANESIAN, H. (1976). *Psicología cognoscitiva un punto de vista cognoscitivo*. México: Trillas SA
- CAMPANARIO, J. (2002). *¿Cómo influye la motivación en el aprendizaje de las ciencias?* Available at: <http://www2.uah.es/imc/webens/127.html>. Consulted on 15/03/2008
- CANALES, H., ALVARADO, E. & PINEDA, E. (1996). *Metodología de la Investigación*. México: Limusa S.A. de C.V.
- DÍAZ-BARRIGA, F. & HERNÁNDEZ, G. (2007). *Estrategias docentes para un aprendizaje significativo*. México D.F.: McGraw-Hill.
- GARBANZO VARGAS, G. (1997). *Factores asociados al rendimiento académico en estudiantes universitarios, una reflexión desde la calidad de la educación superior pública*. Universidad de Costa Rica. Costa Rica.
- GARCIA, F. (2008). *Motivar para el aprendizaje desde la actividad orientadora*. Madrid: Omagraf SI.
- GONZÁLEZ SERRA, D. (2008). *Psicología de la motivación*. Editorial Ciencias Médicas LaHabana.
- HERNÁNDEZ, R., FERNÁNDEZ, C. & BAPTISTA, P. (2006). *Metodología de la investigación*. México D.F.: McGraw-Hill.
- JONASSEN, D. (1991). *El modelo constructivista con las nuevas tecnologías: aplicado en el proceso de aprendizaje*. Evaluating

constructivistic learning. Educational Technology. 5 (2). 27-28. Retrieved from <http://www.uoc.edu/rusc/5/2/dt/esp/hernandez.pdf>

PIURA LÓPEZ, J. (2012). *Metodología de la investigación científica. Un enfoque integrador*. 7ª edición. Ed. Cooperación española: Managua.

POLANCO, A. (2005). *La motivación en los estudiantes universitarios*. *Revista electrónica Actualidades científicas en investigación*. Vol. 5 N° 002. Available at: <http://redalyc.uaemex.mx/redalyc/pdf/447/44750219.pdf> Consulted on 10/08/2014

WOOLFOLK, A. (1996). *Psicología educativa*. México D.F.: Prentice-Hall