



Motives in Learning Process: Proposal of Qualitative Analysis

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Authors' contributions

This work was carried out in collaboration between both authors. Author YS designed the study, performed the analysis, wrote the protocol, and wrote the first draft of the manuscript. Both authors managed the analyses of the study. Author AM managed the literature searches. Both authors read and approved the final manuscript.

Article Information

DOI: 10.9734/JESBS/2017/37263

Editor(s):

(1) Vlasta Hus, Department of Elementary Teacher Education, University of Maribor, Slovenia.

Reviewers:

(1) Milton Rosa, Universidade Federal de Ouro Preto, Brazil.

(2) P. Moodley, University of Pretoria, South Africa.

Complete Peer review History: <http://www.sciencedomain.org/review-history/21779>

Original Research Article

Received 7th October 2017
Accepted 27th October 2017
Published 7th November 2017

ABSTRACT

According to conception of psychological activity, motives represent essential structural component of any kind of activity. Learning process at school is a clear example of collective joint activity, in which pupils conform and acquire different motives. External motives are related to external needs of activity, such as such school marks or stimulation of learning by permission of attractive objects with no relation to cognition. Internal motives are related to cognitive needs, when the pupils are really interested and motivated by the content of school matters. The objective of this study is to propose the qualitative way of analysis of the sphere of motives by specifically organized interview and creation of interactive drawings by pupils. The study was accomplished in a small private school in the city of Puebla, Mexico, with the pupils of the third grade of primary school. The results show that internal motives help to guarantee positive emotional relation of children to school life in general and sincere interest in learning process in particular. External motives can be divided into three groups: motives, which support the learning process, motives, which are indifferent to the learning process and motives, which become serious obstacles for cognition. Drawing method helps to characterize reflection of motives by pupils. Reflective consideration of differences of motives in

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learning process at school age is one of the ways for qualitative modification of social situation of school learning, communication and teaching in modern school.

Keywords: Motives; personality; educational psychology; learning activity; qualitative studies; teachers and pupils relations; primary school; social development.

1. INTRODUCTION

Complete understanding of the process of learning at school is not possible without consideration of kinds and systems of motives, which exist in relation to this activity. Different studies were dedicated to the topic of motivation in relation to academic success in the system of education [1,2,3] to desertion of school [4,5,6] and to low school marks [7].

Starting from the year of 2000, the aspect of "motivation and dedication to studies" has been included into the process of assessment by PISA [8]. Both aspects were considered as "important motors of learning". It was stressed that motivation and dedication helps to predict possibilities to accomplish future studies at superior level by pupils of primary and secondary schools.

It is possible that one of important reasons for research dedicated to the topic of motives of learning process might be based on results obtained by PISA during last three years. OECD [7] informed that each from every four pupils of the age of fifteen years old in sixty four countries included in OECD hasn't achieve the basic level of success at least in one of three assessed areas: reading, mathematics and science.

In some studies, motivation was named among the reasons of such low level of academic success in young people. The document published concerning *Students with low level of academic success* have expressed that there are a lot of students with low level of success and motivation who get always poor marks, which makes them even more disappointed and disinterested in their studies at school. It was recommended that early revisions and assessment including primary school should be taken into account [9,10,11,12,7].

Another important reason for detailed analysis of system of motives in the process of learning is the lack of psychological and pedagogical concrete studies of school motivation. Saucedo [13] expressed that the studies related to real experience of children in primary school in

Mexico are nearly absent. It is obvious that the reason of low interest for studies should be analyzed by specific research. Children with low motivation for studies don't finish home tasks, refuse to complete the tasks, show negative attitude towards the whole social situation in schools and refuse to assist colleges or do it only as a formal obligation. The school is never interesting as a social structure for children and their interests appear to be related to objects and activities far from the school doors. Such data might be obtained by empiric reports by parents, teachers and pupils themselves.

Psychological research, directed to identification of systems of motives at school age, might be one of appropriate possibilities. An objective study of motives, besides traditional questionnaires to participants, would be an important contribution to such studies. Vigotsky has written, "the sphere of motivation of our conscience includes our inclinations and necessities, our interests and impulses, our affects and emotions" [14]. The interesting point of these words is related to recognition of conscious level of existence of emotions. This point represents an enormous difference with Vigotsky's position and nearly all other psychologists of other psychological approaches, who have studied the topic of motivation. Starting from classis psychoanalysis coming up to systemic and humanist approach, motivation was understood as inner world of impulses and desires of a subject, which a human being may have or may not have from the beginning of his/her development. This is the predominant version of all psychological approaches related to the topic of motivation.

Psychological activity theory offers an opposite point of view with the possibility not only of studying, but also of formation of motives of activities [15,16,17,18]. Leontiev [19], in his work on general psychology, has stressed that each human activity has own structure, content, forms of manifestation and lines of development. This author expressed that each activity includes parts of orientation and execution. The part of orientation includes necessities and motives [19,20,17]. Activity might be also defined globally

as a process accomplished by a subject according to a concrete motive [21]. This definition implies that in a kind of activity, the motive determines the content of activity. It is possible to suppose that in learning activity the motives should be of cognitive nature or. In other words, learning activity should be based on cognitive motives. Such cognitive motive might be formed in the subject in the process of external social interaction.

Activity theory applied to teaching process studies the process of teaching and learning, which conform a unity as according to Vigotsky "teaching leads to learning". Activity theory studies the structure of teaching and learning activity according to its structure, content, particular features and regularities [22]. Motivation of learning process, from this point of view, is an important element of the process. School motivation might be understood as a system of different types of motives, which are included in the process of learning. The motives confirming this system might be positive or negative or of both nature.

Leontiev [20], within general theory of psychological activity, has written that the motives of activity might be internal or external. External motives aren't related to a particular activity and represent other kinds of necessities. Internal motives represent necessities of the own activity [19,20,23]. For example, in the case of learning activity, internal motives are always cognitive interests, general curiosity and desires to learn more [23,24]. Internal motives of learning process might be called as intellectual or cognitive motives. Intellectual or cognitive interest at school might be of general nature, as something similar to general curiosity and opened mind attitude to life phenomenon. Only later, after spending of considerable time in learning process, particular motives for school matters might appear.

Talizina [25,26,27] expresses that the relation between external and internal motives is important for understanding of organization of both teaching and learning at school. According to Talizina [26,24,27,28,22], effectiveness of teaching and learning at school depends on many factors, but one of important points is a type of predominant motives in this process.

The authors hope that the research would help to identify systems of motives related to the process of learning in primary school and to establish the

paper of teachers and parents in the process of formation of school motivation (system of motives). Consideration of the paper of adults in conformation of system of motives is essential for our study, which implies a necessity of using of different participants and methods. The social nature of complex psychological process, introduced by Vigotsky into psychological science, makes it necessary to include all participants of the process. The study considers participation of school children of primary school, teachers and parents. The level of conscious internal representation of one's motives might be different in different participants. Even if participants aren't conscious of their influence on children's motivation, the authors hope that it would be possible to identify their role.

The data about the systems of motives might help to create methods and strategies for gradual introduction and formation of positive motives in those cases, when predominate motivation is of negative nature and when intellectual motives are totally absent. Particular relations and organization of learning and teaching might improve, modify and even recreate the system of existent motives. In order to achieve this, social relations and communication with children and adults in school institutions might be taken into account.

Our study is of qualitative nature, which implies analyses of the data obtained from different participants [29,30,31]. The logic of analyses of obtained data implies consideration of verbal information from interviews with participants by the technique of semi-structured interviews. In order to realize analyses of children's activity, we have included a new method of producing of drawings of children in the process of orientation with an adult. All obtained data was analyzed in order to be related to specific category of motives: external negative, external positive and internal motives of learning activity. The main objective of the study was to establish types of motives in the process of learning at school in pupils of the third grade of private primary school. The parents of the children were included for identification of kinds of personal relation and reflection of children's motives.

2. METHODS

2.1 Context and Participants of the Study

The study was carried out in a small private college located in the urban zone of the city of

Puebla (Mexico). The College was founded on the bases of principles of activity theory and the paradigm of historical and cultural development of psychological processes. The teachers of the college study new methods for introduction of scientific concepts by stages starting from materialized symbolic level. The style of communication with children is based on confidence, respect and constant mutual collaboration. All kinds of tasks and activities within classrooms are collective and imply participation of children in groups. No kinds of individual tasks are used in the college.

According of social demographic distribution, the college corresponds to middle class sector of the city. The college counts with small quantity of children in classrooms. In the case of the third grade primary school, there were seven pupils in classroom. Authorities of the school, the teacher, the parents and children were informed about the research in general and agreed to take part in it. It is important to say that the college collaborates constantly with researchers from Master Program of Neuropsychological Diagnosis and Rehabilitation of Psychology Faculty of Autonomous University of Puebla, and research programs are frequently used in this context.

Participants of the research were seven pupils and seven parents of children. The Table 1 present the characteristics of the children included in the study.

2.2 Instruments

The following instruments were used in the study: semi structures interview with parents, semi structures interview with children and the process of interaction in dialogue with orientation

for realization drawings by children related to the topic of interests and necessities at school. All instruments were applied individually with each participant during 1 hour inside the school in periods approved by school administration and possibilities of the parents. All instruments were designed especially for the study and are not published yet. All participants expressed positive interest and voluntary cooperation during research.

2.2.1 Interview with the parents

The semi-structured interview with the parents of pupils was divided in same topics. The parents were encouraged to speak openly and to express own opinion.

The Table 2 presents the content of the interview with the parents.

2.2.2 Interview with the children

The semi-structured interview with the children was divided in some essential topics in order to obtain information, which would permit to identify predominant motives of learning at school. The topics were: school in general, school matters, teacher, knowledge, school tasks, school marks, interest and reflection about the goals of learning at school. An adult tried to engage children in the procedure of the interview and encouraged them to answer affectively with all possible details. The adult could change the questions and expressions and explain them if it was necessary. An adult never pronounced the word motive during the interview.

The Table 3 presents the content of the interview.

Table 1. Characteristics of pupils included in the study

Pupil	Age	School years of studying in the same college	Commentary
Case 1	9	2	Regular pupil
Case 2	9	3	Regular pupil
Case 3	9	4	Regular pupil
Case 4	9	3	Neurological diagnosis of Syndrome of Williams/ neuropsychological diagnosis and rehabilitation during 3 months for the moment of research
Case 5	8	5	Regular pupil
Case 6	9	5	Regular pupil
Case 7	9	6	Regular pupil

Table 2. The structure and content of interview with the parents

Topic "Paper of school"	1. Why do the children have to go to school? Why is it important? 2. How did you choose the school for your child? 3. Did you child take part in selection of school? How? 4. What were the reasons you mentioned to your child about the decision of selection of school?
Topic "School matter"	5. Which school matter does your child like? Why? 6. Which school matter doesn't your child like? Why? 7. What do you say or do in order to study the matter, which the child doesn't like? 8. What do you do or say to interest the child in learning for some difficult matter?
Topic "Teacher"	9. What is the goal of teacher in school? 10. How can the teacher achieve this goal? 11. What is your opinion about the teacher of your child at the moment? 12. What would you recommend to the teacher to improve the work? 13. What is your child's opinion of the manner the teacher teaches in classroom?
Topic "Knowledge"	14. How do you know if your child learns something? 15. How do you think your child learns better? 16. What do you do when the child asks you about the topic of your interest?
Tasks	17. What do you think about home tasks? 18. What does your child think about home tasks? 19. What do you do if your child doesn't want to do home work?
Assessment and success	20. How is your child assessed at school? 21. What is your opinion about school marks? Are they necessary? 22. What is your opinion about exams? Are they necessary? 23. What do you think about school marks of your child?
Sense and reflection of activities	24. What is the opinion of your child about election of the school? 25. What is the attitude of your child about going to school? 26. What is the aspect of the interest at school for your child (friends, games, matters)? 27. If your child would say that he/ she doesn't want to go to school, what would you say or do? 28. What would you say or do to interest your child in learning? 29. If your child shows an interest for some particular matter, what do you do? 30. What do you understand for "motivation"? 31. What do you understand for motivation of "learning process"? 32. What do you do to improve motivation for learning? 33. According to your opinion, which is the most effective manner for improvement of motivation?

Table 3. The structure of interview with children

Topic	Questions
Topic "School"	1. Do you know why do you go to school? 2. Did you chose this school or do you know who and why your parents chose it? 3. What to you think about the school?
Topic "School Matters"	4. If someone asks you to choose the school, how would you like it to be? 5. If someone asks you to chose only one school matter, which would you chose and why? 6. If someone asks you to chose a school matter to exclude it from school, which would you chose and why?
Topic "Teacher"	7. What for the teacher exists? 8. How could we learn at school without teachers? 9. How would you like your teacher to teach? 10. Is there a teacher, whom you like best of all? Why? How she/he teaches?

Topic	Questions
	11. If you could change somehow magically your teachers, what would you change?
	12. Do you remember a teacher for something special?
Topic "Knowledge"	13. How do we learn at school?
	14. Do we learn just at school or in other places?
	15. Which are these places?
	16. Where do you learn more: at school or in other places?
	17. Which objects or materials do you use to learn?
	18. What would you like to learn?
	19. What did you learn yesterday and today?
	20. If you don't learn something in class, what do you do?
	21. Do your friends help you to learn? How? Why?
Topic "School Tasks"	22. Do you do home tasks?
	23. Do you do them alone?
	24. What are the home tasks for?
	25. Would it be better not to have home tasks at all?
	26. What do you do when you don't know how to do a task?
Topic "School marks"	27. Do you get school marks?
	28. What do you think of them?
	29. Do you do exams at school? What for are the exams?
	30. Would it be better if there were no exams ever?
	31. Do you think that the marks are just? Why?
Topic "Interests"	32. Why do the children go to school?
	33. Why is it necessary to go to school?
	34. Why some children don't go to school?
	35. Why do you think that some children don't go to school?
	36. What would you tell a child who doesn't want to go to school?
	37. If someone says that you don't have to go to school, would you go or not? Why?
	38. Where would you go instead of school?
	39. Do you like to learn something new or to repeat what you already know?
	40. If there were only recreations at school, would you like the school? Why?
	41. If you were someone's' mother/ father, what would you tell your child about the school?
	42. If someone tells you that you can't go to school, what would you think / do?
	43. What do you think about the parents who punish children who don't want to go to school?
	44. What to you think about the parents who give presents to the children if they learn well?
	45. What do you think about the parents who don't allow the children to go to school and teach them at home?

2.2.3 Orientation for drawing activity

In order to obtain objective information about motives of learning at school, the children were asked to produce some drawing during orientated conversation with psychologist. The child is asked to draw what he /she likes and dislikes of the school in general. After the drawing, the child is asked to explain, what was drawn and why.

During the first task, the adult asks the child to draw what he /she likes at school best of all. Some help or orientation might be given for this task such as: "you may draw your friends,

teachers, your tasks, the yard or furniture, everything you like at your school". Same questions would be presented during realization of the second task, in which the child has to draw what he /she dislikes at school.

The adult could always change the questions and expressions and explain the meaning of the topics mentioned in the conversation.

3. RESULTS

After realization of the whole procedure, the results of the two interviews and the drawings were concentrated and analyzed in order to

identify internal and external positive and negative motives. The Table 4 presents the concentration of this information according to identified predominant topics and new ideas in the answers of participants. The table contains essential information including aspects which children like and dislike at school, opinions of the parents according the role of the school and the

teaching process and opinion of the teacher about the process of teaching and learning of children at school.

The data presented in the Table 4 shows that only three pupils present internal motives for learning at school together with external positive motives. The other four pupils show external

Table 4. Concentration of the results obtained in the study by usage of interview with pupils and analysis of pupil's drawings and interview with the parents

Interview with pupil	Pupils' drawings: 1. Things I like 2. Thing I don't like	Interview with parent
Case 1		
Making friends. Preparation for life in future "I don't like long tasks".	1. To play and to talk to friends. 2. To write a lot.	Acquire knowledge. Prepare for the future.
Case 2		
To learn new things. To make friends. To have good marks.	1. To play with friends and the bilding of my school; my classes and my teacher. 2. There is noting I don't like here.	Academic education. Prepare for life and have better future.
Case 3		
To have friends. To study and to understand. Table games. I don't like science because some of them are dangerous.	1. Computer class to learn more and to be an expert. 2. Some children are not nice	Education and social experience. The child has to learn thing to be somebody in life.
Case 4		
The yard to play with friends You have to study, to work and to have money.	Play with firnedds and to draw. I don't like to write and I get tired.	Education and social experience. The child has to study. I show only people with success.
Case 5		
Our building and plays. I learn to know things. I study to have good marks.	To play football. To learn in group. I like everything.	To form knowledge for life. It is an obligation. I give presents for good marks.
Case 6		
To share with friends. To learn more in all matters. The building of my school.	The yard, the classroom; what I learn, the teachers; all are kind to everyone. I don't like if someone do bad things.	To have social experience. To acquire knowledge without pressure. To find pleasure and sense in knowledge.
Case 7		
To learn. To know new different Matters.	I like everything: classrooms, playing, the teacher, the tasks, the knowledge and the matters. I like my school.	To acquire knowledge without pressure. To have social experience. To know that knowledge is interesting.

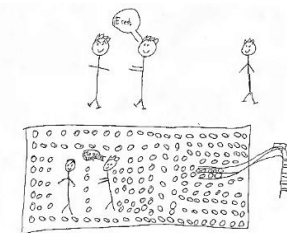
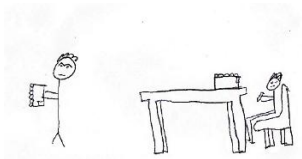
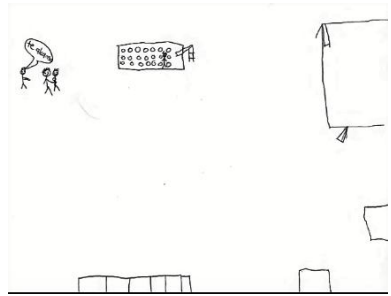
positive motives related to the building, friends, and kind teacher and playing activities. The parents express necessity of learning process in general, but they don't express any concrete points about learning motivation. It is possible to notice that all parents expressed general necessity for positive external sense of school learning. Such kind of motivation was reflected in the answers of the children and in their drawings.





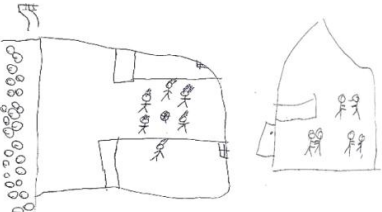
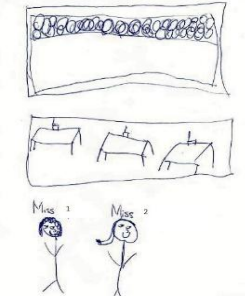

The Table 5 presents examples of the drawings of the pupils of the third grade of primary school obtained during orientated conversation. The comments of the children about aspects, which they like and dislike at school, are presented together with the drawings. The table includes conclusion about the kind of concrete motives (internal motives, external positive or external

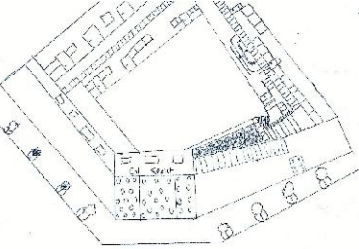
negative motives) in each particular case according to the drawings.

The presented results of the study show that children of the third grade of primary school in general may acquire positive motivation towards study. Only three children show both internal motives for study at school and also external motives of satisfaction in communication with friends, classrooms, playing and drawing at school. The other four children show predominant external positive motivation. The parents of children show predominance of importance of internal motive of acquisition of knowledge at school. We can also find that parents express the necessity of positive emotional relations and respect at school. In general, the results show accordance between expressions of parents, children and the content of the drawings.

Table 5. Drawings of children and the answers

Case 1		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
		The playing in the yard. The writing.
To play and talk with my friends	I don't like to write much	External positive and negative for writing
Case 2		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
	Nothing	The playing in the yard
To play with mates. The building of the school. The classes and the teacher.	The child likes everything at school.	External positive motives

Case 3		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
		Computers. Falling in the yard.
Computer class in the best. To learn and to become an expert.	He dislikes when during recreation some children show bad behavior.	External positive motives.
Case 4		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
		Playing football. The writing.
To play with friends and to draw.	To write a lot, because he gets tired.	External positive and external negative motives.
Case 5		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
	Nothing	The yard and the basketball.
Installations of the school, to play basketball. To learn in teams.	He likes everything.	External positive motives.
Case 6		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
		Learning in classroom.
The yard, the classroom, to study and the teacher: she teaches in a kind and nice manner.	He doesn't like when someone offends him. A girl has pushed water on him and it wasn't nice.	External positive motives

Case 7		
<u>Aspects the pupil likes</u>	<u>Aspects the pupil dislikes</u>	<u>Content of drawings</u> <u>Motives</u>
	Nothing	The building of the school.
Everything: classroom, to play, to learn, all school matters and additional classes of music, football and English.	He would change nothing at school.	Positive external and internal motives.

4. DISCUSSION

Different studies recognize the importance of consideration of motivations at school, but few concrete proposals might be found today [32,33,34,35]. Fuentes et al. [36] mention that the interaction and positive atmosphere in classroom are important aspects of motivation. These components are purely of affective nature and have no apparent relation to the content of teaching process. In official document of OCDE [9,10] it is also stressed that academic practice at school should considered motivation of pupils in order to guarantee high level of acquisition of knowledge. However, there is no clear definition of the sphere of motivation and there are no ideas about the ways or strategies for consideration of motivation during teaching process.

The proper content of teaching process should be definitely considered. Some authors, for example Inger Enkvist [37], express that nowadays the teaching process has converted to attractive process of presentation of plays and positive interaction instead of consideration of the aspects of the work with knowledge and an active participation of children in the process of learning.

Such opinion is very close to activity theory applied to learning and teaching process used in our study. This theory stresses an active role of pupils and the necessity of proper organization of the whole joint activity of teaching and learning

and impossibility of isolation of the complex process into two separate aspects: teaching and learning. On the basis of Vigotsky's ideas [38,14,39], we might say that there is no teaching without considering results on learning and there is no learning process without planned teaching.

According to this theory, motives of learning process might be considered as direct internal motives of this process as cognitive or intellectual motives. Formation of such motives might guarantee positive relation with learning process. Another kind of motives are external motives, which might accompany in a positive manner this process or, on the contrary, may convert into obstacles for positive learning at school.

According to activity theory, proper way for organization of teaching and learning according to the theory of orientation of gradual formation of mental actions by stages might help to change the system of motives and to develop from the very beginning positive personal relation with the process of knowledge acquisition at school [40,41,42]. Qualitative methodology permits to follow such theoretical background and to assess formation of motives for school learning during interaction between pupils and researcher. The method of drawings of the pupils with posterior analyses permits to complete and precise the data of interviews.

We consider that the paper and the place of motives in the process of teaching and learning

hasn't been yet completely understood and valued by modern psychological and pedagogical research.

The methods used for the study permitted to obtain important information about the sphere of motivation of pupils for school in general and for learning process. Inclusion of the method of directed drawings permitted to obtain information not only on verbal level, but also on the level of concrete images produced by children. The data obtained in our research shows that the pupils of the third grade go to school predominantly for social communication with the friends. Children express positive emotions when conditions for this positive affective communication with the mates and the teacher are guaranteed. It is important to stress that the children are conscious of conditions of learning process and of manner of communication at the institution and express it verbally and by drawings in the plan of concrete images. They are aware that some pupils show inappropriate behavior during recreations. Children disapprove such negative behavior.

It is necessary to remember that the college included in our study is a special one. The teachers apply methodology based on activity theory and use collective form of work with constant orientation in classrooms. It is obvious that such kind of teaching is reflected in children's opinions and expressions. All of children at this school like to have friends and to spend time with them. Children assist school with pleasure and express positive relation of many of the aspects of school. Our results don't pretend to insist that same situation will be found in another contexts. We are only showing a new proposal for qualitative interactive assessment of motivation for school learning. Our goal is the continuation of the research in different contexts of primary schools in Mexico with different social levels and different methods for teaching and interaction.

Nevertheless, we might suppose that three initial years of education at primary school are not enough for formation of internal motives of study. Children of the age of 8 and 9 years don't express preferences for topics or matters, some of them show negative attitude towards writing at school saying that they "get tired". Even the usage of oriented and collective way of learning isn't enough for development of internal motivation. According to Davidov [43], motives for study at school don't appear spontaneously, but during the joint collaborative activity of

teaching and learning. We might suppose that initial positive external motivation would be a base for gradual formation of internal motives for knowledge acquisition.

The next stage of our research would be directed analysis of the motives in pupils of sixth grade of primary school and comparison with the types of motives of the pupils of the third school grade. We believe that future studies should discover essential features of the real possibilities of gradual formation of positive intellectual motives at school and that learning motivation mightn't be limited to some kind of non-specific social interaction on the basis of "animation, attraction and pleasant games" at school without consideration of the process of introduction of conceptual knowledge in joint activity, especially in primary school. In our opinion, the attention of the present studies is attracted only for aspects of external motives of learning process instead of the work with changing of the whole conception of teaching and learning at primary school.

We believe that the real role of motive in the process of school teaching and learning isn't sufficiently understood in psychology neither in pedagogy [44,45]. A lack of such misunderstanding is the absence of relation between processes of teaching and learning at school from traditional point of view. Dialectic relation between the two processes might be understood only from the position of L.S. Vigotsky, who has written that teaching leads to development [14,39].

In other words, we may say that the content of teaching will always be reflected in the content of learning and development of children. If the teachers don't include positive cognitive motivation into the process of teaching, the motives for studying will never appear automatically in pupils, which are noticed correctly by international institutions, which assess the process of learning. The problem is that the process of learning is often assessed, as an isolated aspect separately from the process of teaching and this is a great mistake, which leads to the total misunderstanding of the origin of motives for studying and learning.

5. CONCLUSIONS

The data of the study have pointed out that the methods used for the study permitted to obtain important information about the sphere of

motivation of pupils for school in general and for learning process. Positive external motivation is the predominant type of school motivation within included population. Three initial years of education at primary school are not enough for formation of internal motives of study. Future studies should provide the data about formation of motivation in older ages and in different social and educational contexts.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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