

The motivation to study of the student in security sciences and forensic sciences

La motivación al estudio del estudiante en ciencias de la seguridad y ciencias forenses

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Abstract

Motivation has been indicated as the engine for the success or failure of learning processes, although its origin continues to be a topic of permanent discussion. The objective of the present work was to know the level of motivation to study in the students of the Bachelor of Science in Security of the UMSNH. The applied methodology was quantitative and correlational with a non-experimental design. The instrument used was the Educational Motivation Scale (EME). The results show, the main intrinsic school motivations are: "I find satisfaction and I like to learn new things", followed by "I like to see that I surpass myself" and finally "it will allow me to choose a job in the branch that I like. ". Depending on the extrinsic motivations they are: "to lead a comfortable life later", "because education prepares me better to pursue a career later" and finally "Why do I think that more years of studies increase my professional preparation". They have a decisive role in providing confidence to the student, being empathetic and being in constant training that allows us to teach motivating classes for our students; university professors face the challenge of knowing student-centered strategies.

Resumen

La motivación ha sido señalada como el motor para el éxito o el fracaso de los procesos de aprendizaje, aunque su origen es un tema de discusión permanente. El objetivo del presente trabajo es conocer el nivel de motivación al estudio en los estudiantes de la Licenciatura en Ciencias de la Seguridad de la UMSNH. La metodología aplicada fue cuantitativa y correlacional con un diseño no experimental. El instrumento que se utilizó fue la Escala de Motivación Educativa (EME). Los resultados muestran las principales motivaciones escolares intrínsecas que son: "encuentro satisfacción y me gusta aprender cosas nuevas", seguido de "me agrada ver que me supero a mí mismo" y por último "me permitirá escoger un trabajo en la rama que me guste". En función a las motivaciones extrínsecas son: "llevar una vida cómoda más adelante", "porque la educación me prepara mejor para hacer una carrera después" y por último "Porque creo que más años de estudios aumentan mi preparación profesional". Los docentes tienen un rol determinante para brindarle confianza al alumno, ser empáticos y estar en constante capacitación que permita impartir clases motivadoras para los estudiantes; los profesores universitarios enfrentan el reto de conocer estrategias centradas en el estudiante, sustituyendo aquellas tradicionales centradas en la enseñanza y en el profesor.

Motivation, University, Intrinsic, Extrinsic

Motivación, Universitarios, Intrínseca, Extrínseca

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Introduction

School motivation reaches a special interest since the role of the teacher in the XXI century, becomes increasingly complex; It is important to recognize that we all need to be motivated to give more meaning to life. When we transfer this natural need to formal environments and contents of institutionalized education, the motivation to learn is not always shown with the expected intensity. It concerns everyone to know cases of more or less motivated students or students more motivated in moments more than others.

It has been studied that motivational processes have a precise influence on successful school performance and on the initiative to promote learning that consolidates lasting motives, establishing interests and values that lead students to reflection and autonomous development (Aebli, 1991). Motivation has been conceptualized as the engine for the success or failure of learning methods, however, its principle continues to have a permanent argument for discussion. In the special case of university students, who have chosen a career that they will practice during their existence, the argument between the supposed will to learn and the limited utility for doing so is even more surprising.

School dropout is a social educational problem, which is showing more and more incidence in higher level Institutions. For this reason, it is intended to know the level of motivation to study presented by higher-level students of the Security Sciences and Forensic Sciences career. It has been established that motivational methods assume substantial dominance in successful school performance and in the disposition to attenuate learning that strengthens lasting motives, forming benefits and values that move students to reflection and to a more significant and freer progress (Aebli, 1991).

Numerous authors have ventured into the definition of motivation towards university studies. Thus, for example, motivation, according to Valle et al. (1997) is what causes an individual to decide to pursue university studies and stay in the classroom and is given by the pursuit of certain academic and personal goals. Motivation means movement towards the achievement of goals, and according to González (2005) this movement is conditioned by attitudes, which he defines as the capacities to respond, favorably or not, to certain stimuli, in this case related to learning, academic success and acceptance by teachers and fellow students.

Educators have to reflect on their process of teaching motivation; conceive that, if your students are not motivated, it would probably be one of the sources of school failure. Such is the case that motivation clearly influences learning, which is why it is one of the main objectives of the teacher to motivate his students, since his success or frustration in university classes depends on that (Polanco, 2005). From a historical approach, Abarca (1995), shows motivation as a phenomenon developed by several elements that are manifested and absent according to the articulation determined by economic, social and cultural phenomena, therefore, it concerns relating to specific way to each of the subjects in a more personalized way. It would be about thinking no longer about the "group", but about each of the students. The present work aims to review the main manifestations of motivation in the behavior of students and their influence and tries to encourage the teacher to get strategies to manage this mechanism based on the acquisition of knowledge by the student. And, on the other hand, make a brief theoretical review of some conceptual contributions around the meaning of motivation.

It is important for the university student to be motivated, when the benefit of their learning is provided in the contour of knowledge, since the learning achieved provides them with extension in their designated profession and gives them one more step in the goal to achieve the academic end. (Polanco, 2005). A motivated student is a scholar who manifests constancy in the benefit of her career or when carrying out his university assignment. It is essential that the student is motivated to learn and a teacher who loves his subject, with excellent tools to teach it (Rinaudo, de la Barrera & Donolo, 1997). However, the situation of being motivated or not to learn significantly not only rests largely on the will of the students, but also in an indisputable part by the authority of the environment that surrounds them. It is essential to point out that the school context and the teacher have an essential role in motivation, therefore, the necessary measures must be considered to consolidate the management of the aspects that manage to specify the motivational fabric of the student's action. Motivation is considered as the level that students have to strive to achieve academic goals.

Theoretical framework

It is important that the university student is motivated, when the benefit of their learning is provided in the contour of knowledge, since the learning achieved can extend them in their designated profession and gives them one more step in the goal to achieve the academic end. (Polanco, 2005). A motivated student is one who makes explicit in his conduct constancy regarding the benefit of his career or at the time of doing university work. It is essential that the student is motivated to learn and a teacher who loves his subject, with excellent tools to teach it (Rinaudo, MC, Donolo, D. and Chiecher, A. (1997). However, the situation of being motivated or not for learning significantly, it is not only largely based on the will of the students, but also indisputable that part of the authority and the environment that surrounds them are elements that modify motivational levels or patterns. It is important to point out that both the school context and the teacher in a specific way, have an essential role in motivation. Therefore, the necessary measures must be considered to consolidate the management of the aspects that manage to specify the motivational fabric in the student's action. Motivation is considered as the level that students develop to strive to achieve academic goals. This aspect is observed through the actions that a student takes in the classroom environment.

For some teachers, motivation is appreciated as the level at which students work to achieve academic goals that they see as beneficial and meaningful. From the perspective of the teacher, it means that they have to motivate the student to do something, through promotion and awareness (Campanario, 2002). Motivating means inclining the student to actively participate in class commitments. The purpose of motivation is to move profit and direct their own energies to achieve certain goals.

Characteristics of low motivation

Low motivation generates, in the first place, a state of anxiety, which has been evaluated by Rinaudo (2003) as a mental state that paralyzes the student in achieving her goals. The cause of this concern lies in the fact that students consider themselves poorly prepared for their academic performance, and it is a manifestation that has been scarcely studied since it is found on the psychological plane, so it is not easy to quantify. Of course, assistance from university instances of psychological attention to students can be valuable aids, for example, counseling or tutoring. One of the easily recognizable traits in poorly motivated students is absenteeism.

Camargo (2010) notes the causes that originate absenteeism, and it is interesting that many of them can be attributed to the role of the teacher, and corrected with motivational actions:

The methodological preparation of the subject does not correspond to the proposed objective; activities are not aimed at achieving goals. Classes are monotonous and boring for lack of the presentation of concrete cases that conform to the theory seen, in addition there is no appropriate tone of voice of the teacher, which prevents the students from being distracted. And it often happens that the time the subject is taught is not appropriate.

There is no credibility in the teacher's abilities; he does not inspire respect or authority and his behavior is fearful, or he has no experience in managing groups. He has doubts in what he expresses, he does not use an adequate teaching methodology and does not adequately prepare the classes; the explanations to the questions posed by the students are confusing and unsatisfactory.

The teacher lacks an open and participatory method of presentation; He does not give the student the opportunity to honestly express the reasons for his disagreement and lack of interest, he does not determine states of satisfaction among the students. The student shows fear towards the teacher because of the way he directs academic practice; there is harsh criticism from the teacher towards the student, who on many occasions ridicule the latter.

The excess of confidence between the teacher and the student makes the latter attend when he deems it necessary or convenient; there are no levels of demand from educators. In addition, on many occasions the teacher constitutes a bad example due to his tardiness or absence.

Students are pressured to achieve the objectives established in some subjects, presenting an excessive drasticity in teaching practice; the student obtains negative results and rejects the subject and the teacher. The student fixes the idea that the subject he attends is not of great importance and he suffers from an excess of confidence to pass it.

Other students with low motivation do not adopt absenteeism as behavior, however, they show apathetic behavior; They remain silent in the activities, they refuse to answer questions or they try not to be designated to answer them, they do not turn in the assigned tasks on time.

This type of behavior is fully conscious and aims to avoid group rejection. So, it has been called avoidance. (Polanco; 2005).

The avoidance strategies that students develop have been analyzed by Hayamizu and Weiner (1991) and have as a common denominator the distrust of the negative judgments of teachers and classmates (Rodríguez et al; 2001). Faced with a motivational stage that forms tension, the avoidance of the unpleasant scenario is sought, and the affected person engages in explicit work and tendencies to reduce tension. In the best of cases, students are more anxious to pass than to learn (Míguez, 2005). Avoidance is grouped with a negative pattern of motivational beliefs (Urduan and Schoenfelder, 2006; Gámez et al.; 2008). The ordinary propensity of this type of students, in the long term, is the abandonment of the race, but this end is reached by the path of learning "problems", which are actually a consequence of processes, conscious or unconscious, avoidance by the student.

Types of motivation

Intrinsic motivation

Intrinsic motivation is based on internal factors such as self-determination, curiosity, challenge, and effort, which emerge spontaneously from internal tendencies and psychological needs that promote behavior without any extrinsic rewards (Reeve, 1994). Thus, intrinsic motivation will decrease if own feelings of competence and self-determination are reduced, which leads to two types of intrinsically motivated behavior: one occurs when the person is comfortable but bored and therefore motivated to find stimulation, and the other involves mastering challenges (Good and Brophy; 1996).

The cognitive approach to motivation emphasizes the intrinsic principles of motivation, such as research, profit for the job itself, a taste for learning, and a recognition of success. In other words, intrinsic motivation is that motivation associated with activities that are in themselves their own reward. Therefore, the student would prefer a career based on the aspiration to learn, for a recognition of firm success in knowledge. In addition, it is visible that it is guided by internal rewards, which are related to psychological reasons that, on occasions, are usually unknown even by the student himself.

Finally, humanistic approaches to motivation emphasize self-independence, autonomy and particular effort, the theory emphasizes intrinsic motivation. One of the most notable authors of the approach is Abraham Maslow, who has enjoyed formidable recognition in motivational psychology (Boree, 2003). He specifically proposed that human needs are hierarchical and tend to be satisfied according to the order of this. Maslow proposed a hierarchy of needs, consisting of a pyramid that contains human, psychological and physical needs. Climbing step by step through the pyramid, one reaches the top, that is, the complete self-realization of the individual. (Fadiman and Franger, 1979 p. 355-356).

Extrinsic motivation

This changes in relation to the autonomy that the subject has, categorized from less to more self-determination, which allows a distinction to be made between external, introjected, identified and integrated (León, 2010). Therefore, a person is extrinsically motivated towards an activity when there is a benefit to be obtained from it. This type of motivation is usually the most observed in university students. External situations mark the subject. If what is going to be achieved is tangible and responds to his needs, they become stronger.

Methodological considerations

The method used

A mixed methodology with a qualitative and correlational inclination was used with a non-experimental design.

The selected sample

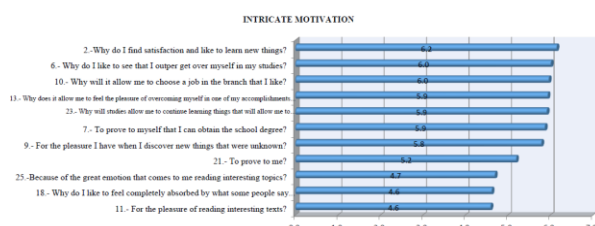
For the application of the instrument, a non-probability sampling was applied to 149 students.

The data collection instrument

The instrument used is the Educational Motivation Scale (EME) which is a quantitative technique that consists of 28 items distributed in turn into 4 items that assess the 3 types of intrinsic motivation (MI) to knowledge, achievement and stimulating experiences, 3 types of extrinsic motivation (EM): external regulation, introjected regulation, identified regulation and motivation. The systematization of the information consisted in the elaboration of frequency tables.

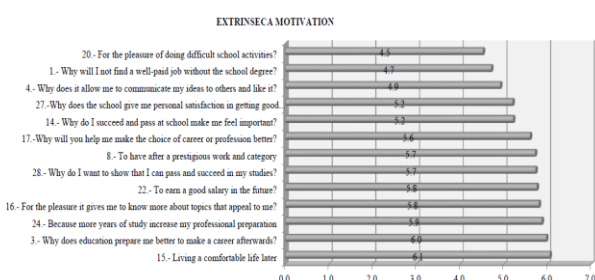
Data analysis

By analyzing the data, the intrinsic motivation of the students is observed predominantly, as can be seen in the following graph, the main intrinsic school motivations are: "I find satisfaction and I like to learn new things", followed by "I like to see that I improve myself" and finally "it will allow me to choose a job in the branch that I like".



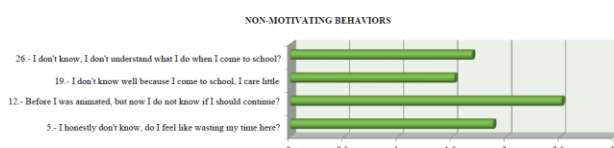
Graphic 1

On the other hand, depending on the extrinsic motivations, according to the data obtained, we can highlight that the three main ones are; "Lead a comfortable life later", followed by "because education prepares me better for a career later" and finally "Why do I think that more years of studies increase my professional preparation"



Graphic 2

Regarding non-motivating behaviors in young people, the perspective of "before I was encouraged, but now I don't know if I should continue" stands out, followed by "honestly, I have the feeling of wasting my time here".



Graphic 3

Thus, in this study, the intrinsic motivation of the students, the main intrinsic school motivations are: "I find satisfaction and I like to learn new things", followed by "I like to see that I improve myself" and finally "it will allow me choose a job in the branch that I like". Regarding non-motivating behaviors in young people, the perspective of "before I was encouraged, but now I don't know if I should continue" stands out, followed by "honestly, I have the feeling of wasting my time here".

Teachers have a decisive role, because we must give the student confidence, be empathetic and be in constant training that allows us to teach motivating classes for our students. To achieve this, it is essential to be able to include educational resources with which today's students are familiar in the classroom. This can be, as a simple example, the incorporation of the use of social networks, applications, websites, web subjects, among other technological educational resources that, surely, are already the domain of many university students. But it is about channeling them towards educational issues.

General conclusion

Research is essential to better understand the educational phenomenon, such as the factors that influence academic performance, in this case motivation, considered as the internal state that encourages action, and that directs in certain directions and maintains interest in certain activities; it is the essential ingredient that makes us capable of learning something, in addition, motivation is responsible for us to continue learning, since many cognitive processes necessary for learning are voluntary and are under the control of the person.

It is necessary to know the reasons that drive students to improve their academic performance and, in this way, develop a methodology capable of improving their performance.

Most of the surveyed students refer to a high level of motivation and self-efficacy beliefs, they are capable and competent to solve actions that are posed, possibly, a greater assignment to tasks and cognitive responsibility (Huertas, 1997). The university teacher is challenged at this time to an atmosphere of change that demands to take a different role (Rodríguez, 2002). Not only to be a scholar in his field, an expert in methodologies, but he demands to be a guide and reviewer of the student's intellectual formation. It is essential to transform the traditional role of teachers from a role of transmitter of knowledge, to achieve the role of organizer and guide of learning, facilitator who prepares contexts, uses new methods, conducts basic research, raises databases for consultation, guardianship and appreciates the preparation of exercises (Álvarez and García, 2002; González and Wagenaar, 2003).

In university tutoring it is recognized as a dynamic connection point of the academic, specific and professional pedagogical matter of the student, focused on forming entrepreneurial students who know and manage to organize their adequate work as independent professionals.

Another interesting aspect in terms of motivation is the analysis around the learning strategies that university students have. What kinds of strategies, conscious or unconscious, do students have when they get to college? On many occasions they are not unmotivated students, but rather they are young people who have not "learned" to study. They are not builders of their own knowledge because they lack cognitive tools that really help them with their studies.

The pedagogical support is essential to form this knowledge, since it is presumed that they do not develop spontaneously (Vélez, 1999). Thus, the need to teach how to use learning strategies is proposed, since, however, students also learn, despite the fact that they are not taught, the fact of doing so manages to benefit quality learning. Thus, Burón (1996) suggests that it would be appropriate to provide a 'turn in instruction', so that it not only lies in teaching disciplinary content, but also offers to teach students to develop effective learning strategies.

The university professor is forced by a combination of tasks inherent to his function; It seems utopian to reconsider that complying with all of them requires time and effort to dedicate to rethinking about how to help in aspects such as motivation and the use of learning strategies by students. The instructional effort required by this approach is considerable, but the favorable theoretical foundations and the favorable results that are stored in research exploited in the educational field stimulate to prolong the energies in this sense (Vélez, 1999). Furthermore, we conceive that it is not a question of worrying about perfect teaching or expecting teachers to be perfect. In their context, they would have to work towards excellent teaching, one that enjoys the motivations and thoughts of others and that provides experiences and achievements that are meaningful from an emotional, professional and cognitive point of view.

The need to work with teachers and with their own way of self-regulating learning is visualized, since knowing yourself and your own learning processes can benefit you when doing it in the classroom, to provide tools and knowledge in order to to put into practice and promote active knowledge and construction of their autonomous learning in their students.

To maintain the student's interest, the student's natural energy must be harnessed to feel capable and goal-oriented. For González (2005), it is necessary for him to voluntarily do what he is expected to do and to develop his skills to achieve the desired goal. Thus, the more capable a student feels to develop an activity, the more motivated he will be to persist in it, in turn, it will give him the feeling of success or improvement and help him stay motivated. The teacher must remember that the student, as a human being, feels the need to protect his self-esteem, so it is important to seek experiences that generate feelings of pride and satisfaction. In addition, positive feedback should be offered to help you pay attention to your individual characteristics and take responsibility for your own actions.

Finally, the teacher must bear in mind that the student needs the possibility of exploring options; Receive positive feedback on your strengths and weaknesses.

Thus, the possibility of contributing to the intrinsic study elements in the analysis of school success or failure could provide an efficient process when the location of the appropriate interests, needs, motivational components, the appropriate historical moment and resources, in general, are complemented in a totally subjective process, since the individual himself is the actor of this interactive, social and physiological phenomenon, in which the adequate concordance of the motivational element can be interfered with by factors totally external to the educational reality (Huertas; 1997).

One of the challenges facing university teachers lies in adapting their teaching strategies to the new paradigm established by university education. From this perspective, the benefits of educators in relation to their educational actions will depend, to a large extent, on the familiarity they have in themselves to find all these changes that their new role carries.

The need to work with teachers and with their own way of self-regulating learning is visualized, since knowing yourself and your own learning processes can benefit you when doing it in the classroom, providing tools and knowledge to be able to carry out to practice and promote in their students an active knowledge and construction of their autonomous learning.

Talking about motivation in university students requires establishing considerations around the role of universities in relation to a world that is changing, a society that has been defined in various ways: society of fear, society of uncertainty, society of the pandemic, postmodern society, among others. Young people are living in a new era, a way that until recently had not been imagined.

The professor must optimize the information about what happens in the university, for this reason, it is essential to be linked to national and international problems, to be aware, albeit in a general way, about the normative and procedural framework that administers the university and that systematizes intellectual and contractual responsibility, for a more harmonious, effective and equitable help commitment.

Teaching autonomy is important not to be wasted in personalistic desires and divisions that abandon us from the observance of the mission and, even, from our obligations. Another of the enormous challenges facing university teachers consists of abandoning the old paradigm centered on their own person, on teaching, on the indications and strategies that they themselves considered, to move to a new paradigm focused more on the student, on their interests, in their desires and in the knowledge of the subjectivity of each of their students. It is about recovering the leading role of the teacher but focused on the processes he is in front of, the student, who wants to be heard and valued as a person (Abarca; 1995).

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