

**Academic motivation and professional skills  
development in the Specialty of Social Sciences and  
Tourism at a public university**

**[Motivación académica y desarrollo de competencias  
profesionales en la Especialidad de Ciencias Sociales y  
Turismo de una universidad pública].**

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#### Resumen

El objetivo de la investigación es determinar la relación que existe entre la motivación académica y el desarrollo de competencias profesionales en la especialidad de Ciencias Sociales y Turismo. El estudio es cuantitativo y el diseño es no experimental transeccional correlacional. Los resultados indican que existe una relación de nivel alta (0,914) entre la variable independiente motivación académica y el desarrollo de competencias profesionales en la Especialidad de Ciencias Sociales y Turismo. En conclusión, la motivación se relaciona directamente con el desarrollo de competencias profesionales en la especialidad de Ciencias Sociales y Turismo. Los resultados de la investigación concluyen que existe una alta relación entre las variables.

Palabras clave: Motivación, académico, competencias, profesión.

#### Abstract

The objective of the research is to determine the relationship between academic motivation and the professional skills development in the specialty of Social Sciences and Tourism. The study is quantitative and the design is non-experimental correlational translational. The results indicate that there is a high level relationship (0.914) between the independent academic motivation variable and the professional competences development in the Specialty of Social Sciences and Tourism. In conclusion, motivation is directly related to the professional skills development in the specialty of Social Sciences and Tourism. The research results conclude that there is a high relationship between the variables

Keywords: Motivation, academic, competencies, profession.

### 1. Introduction

The academic motivation is made up of internal and external aspects that drive, maintain and guide behavior towards the achievement of an objective, and which, in turn, will allow the development of students' professional competencies. In that sense, academic motivation is decisive to optimize the development of students' professional skills. It is difficult to regulate human resources because their behavior is a right reflection of their personal, social and work motivations.

"Intrinsic motivation refers to those situations where the person performs activities for the pleasure of doing them, regardless of whether he obtains recognition or not. The extrinsic motivation, on the other hand, is due to situations where the person is involved in activities primarily for instrumental purposes or for reasons external to the activity itself, such as obtaining a reward." (Ajello 2003 cited in Naranjo, 2009, p. 166).

Maslow's hierarchy of needs theory points to different levels of needs, in which internal motivations are deduced such as: self-expression, independence, competence, sense of fulfillment; and external motivations such as: opportunity, recognition, responsibility and prestige.

Various theories such as: Herzberg's Dual Factor Theory, McClelland's Theory, Mc Gregor's Theory X and Theory Y, Theory of Expectations, Alderfer's ERC Theory, Locke's Goal Setting Theory, Equity Theory of Stancey Adams, among other motivational theories, require internal and external aspects that drive people's behavior towards the achievement of personal and professional goals.

Professional competences constitute a set of conceptual, procedural and attitudinal attributes that the student must achieve at the end of his professional career.

## 2. Material and Methods

Quantitative study, correlational non-experimental design and to associate the variables with the Pearson Correlation coefficient. The Likert scale was used as an instrument to collect information on the degree of academic motivation that students have and the questionnaire to evaluate the process of professional skills development in students of the Specialty of Social Sciences and Tourism. 68% of the total students in the specialty Social Sciences and Tourism were taken, that is, 204 out of a total population of 300.

Table 1. Student population

Cycle	Sex		Total
	Male	Female	
I	24	11	35
II	23	10	33
III	11	5	16
IV	25	14	39
V	26	8	34
VI	20	6	26
VII	19	10	29
VIII	22	9	31
IX	18	12	30
X	19	8	27
<b>Total</b>	<b>207</b>	<b>93</b>	<b>300</b>

### 3. Results

Regarding the descriptive statistic of the independent variable: Academic Motivation the following results were obtained:

Table 2. Descriptive statistics of the independent variable: academic motivation

		Academic motivation	Intrinsic motivation	Extrinsic motivation
N	Valid	204	204	204
	Lost	0	0	0
Mean		4,18	4,27	4,10
Median		4,00	4,00	4,00
Mode		5	5	5
Tip.desv		,916	,860	,957
Variance		,839	,740	,916
Range		4	4	4
Minimum		1	1	1
Maximum		5	5	5
Sum		853	871	836
Percentile	25	4,00	4,00	3,25
	50	4,00	4,00	4,00
	75	5,00	5,00	5,00

Regarding the descriptive statistic of the dependent variable: Professional Skills Development, the following results were obtained:

Table 3. Descriptive statistics of the dependent variable: Professional skills development

		Professional competences Development	General training	Basic formation	Specialized training
N	Valid	204	204	204	204
	Lost	0	0	0	0
Mean		14,39	14,47	13,29	15,29
Median		15,00	15,00	14,00	15,00
Mode		15 <sup>a</sup>	15 <sup>a</sup>	13 <sup>a</sup>	15 <sup>a</sup>
Tip.desv		2,713	2,843	2,716	2,239
Variance		7,359	8,083	7,379	5,014
Range		15	15	13	11
Minimum		5	5	5	9
Maximum		20	20	18	20
Sum		2933	2951	2711	3119
Percentile	25	13,00	13,00	12,00	14,00
	50	15,00	15,00	14,00	15,00
	75	16,00	16,00	15,00	17,00

There are several modes. The lowest of the values will be displayed.

When carrying out the hypothesis test process, both specific and general, it has been determined that there is a direct relationship between each of the indicators of the independent academic motivation variable and the dependent variable, professional competences development. The relationship between the variables is 0.914.

Table 4. Test statistic of the general hypothesis

		<b>Academic motivation</b>	<b>Professional competences Development</b>
<b>Academic motivation</b>	Pearson Correlation	1	,914**
	Sig. (bilateral)		,000
	N	204	204
<b>Professional competences Development</b>	Pearson Correlation	,914**	1
	Sig. (bilateral)	,000	
	N	204	204

\*\* The correlation is significant at the level 0,01 (bilateral).

The research results contrast with the following researchers:

The researcher García (2006), concludes that: "the competencies are not they are formed only at a time of life, but it is a continuous and permanent process in which the learning of the person affects all stages of his life only that at each stage these skills are formed or consolidated depending on the degree of complexity, level or need of the subject and the situation presented. In addition, it indicates that in its formation the school, the family, the community, the social environment in a general way have an impact". The university, therefore, must provide its students with the possibility of facing the world of work and professional with potential that allows an efficient professional performance and in accordance with their time.

Gessa (2007), concludes that: "the motivations that move students to select this career is essentially extrinsic, with a predominance of factors associated with the achievement of a high social, cultural and economic level; that the dominant perspective in the temporalization of professional motivation in the research that follows is immediate; In addition, poor preparation of teachers to promote professional motivation in students and the main difficulties lie in individual work". The results agree with this research by specifying the future social position, professional opportunities and economic income.

In the research of Quispe (2007-2008), concludes that there a direct relationship between motivation and the level of academic performance of students, but also 16.9%, will be due to other factors not considered in the model; Therefore, it can be said that motivation is an important factor in the professional skills development, but that there are other variables that affect the dependent variable.

Angulo (2008), states intrinsic motivation is not related to performance academic students, while extrinsic motivation does have a significant relationship with students' academic performance. In the present investigation the results allow to indicate that, in general, the students present a significant relationship between the dimension of intrinsic motivation and the professional competences development; in addition to the extrinsic motivation that is significantly related to the professional skills development.

Díaz (2010) concludes that “through the Pearson correlation the research hypothesis is accepted, that is to say that there is a positive correlation between motivation, learning styles and performance in students in the 1st, 2nd, 3rd and 4th years in the English language area in the School of Officers of the FAP; which shows that there is a good motivation, since 110 students, 45 students are at the level of good motivation and 12 students as very good, which makes a total of 67 students with good and very good motivation. When comparing it with the present investigation, it can be affirmed that in fact the motivation affects the development of professional competences.

The results obtained in the research have great importance for the improvement and optimization of the professional competences of the future graduates of the referred institution

#### 4. Conclusions

- The motivation is directly related to the development of professional skills in the Specialty of Social Sciences and Tourism; It has been proven that it has a direct relationship (0.914).
- The relation refers to the fact that the average score obtained in the application of academic motivation is 4.18, which in its valuation scale is equal to “good”, and the average grade of professional skills development is 14.38, that in its valuation scale it is also equal to “regular”, that is to say, there is a high relation, because there is a level of academic motivation with a good grade and development of professional competences of almost good level.
- The research results conclude that there is a high relationship between the independent variable: academic motivation and the dependent variable: development of professional skills. Therefore, we can affirm that academic motivation as an internal and external process allows the achievement of professional objectives; and therefore the development of professional skills.
- The development of professional skills will allow a good professional training and this the economic and social development of the country.

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**ANNEXES****LIKERT SCALE OF VARIABLE: ACADEMIC MOTIVATION**

INSTRUCTIONS: Dear students, a set of items on the academic motivation are presented below, please respond with all objectivity, because the success in this research study will depend on it. Mark with one (x) your answer in the boxes rated from 1 to 5.

Where: A=Always, AA=Almost always, ST=Sometimes, AN= Almost Never, N= Never

N°	ITEMS	A	AA	ST	AN	N
		5	4	3	2	1
<b>I.</b>	<b>INTRINSIC MOTIVATION</b>					
<b>1.1</b>	<b>Desire superacion</b>					
1	When you study you feel the desire to overcome that is why you do it with enthusiasm					
2	When you expose your subject you do it well because you think that will contribute to your self-improvement					
3	When you read your book you concentrate well because you think that will contribute to your self-improvement.					
<b>1.2</b>	<b>Need to know</b>					
4	You study carefully because you want to know more about the topics of your specialty					
5	You think that the wisdom and knowledge you possess will distinguish you from others					
6	Your classmates comment that you are an academic person and you know enough motivates you to learn more.					
<b>1.3</b>	<b>Willpower</b>					
7	When you study class issues you show willpower.					
8	When you decide to study and set aside other unimportant activities you do it with strong decision.					
9	When you prepare for an exhibition you study with great perseverance and determination to succeed.					
<b>1.4</b>	<b>Fear of failure</b>					
10	The fear of having low grades motivates you to study more.					
11	The fear of looking bad in front of your classmates makes you study well to make a good exposure.					

12	You are worried that they say that you are not a scholar and that is why you dedicate yourself more to your academic work.					
<b>1.5</b>	<b>Self esteem</b>					
13	You value your academic achievements positively and that motivates you to be better and better					
14	The security you feel about yourself is a factor that motivates you to be a good student.					
15	Trusting on your own abilities makes you succeed as a student					
<b>II</b>	<b>EXTRINSIC MOTIVATION</b>					
<b>2.1</b>	<b>Future social position</b>					
16	You believe that your profession will allow you to ascend socially.					
17	You believe that your profession will allow you to ascend as a professional and hold management positions in the future.					
18	Your profession is useful for obtaining prestige in a certain area of knowledge.					
<b>2.2</b>	<b>Professional oportunities</b>					
19	Your profession will allow you to choose the type of work you like best.					
20	Your profession is in demand for work in the labor market.					
21	Your profession will allow you to work in other professional sectors.					
<b>2.3</b>	<b>Economic income</b>					
22	You think that the salary you will receive will be sufficient to support and support your family.					
23	You think you will feel comfortable with the income you will receive thanks to your profession.					
24	You think that if you have an efficient job performance you should receive more money.					
<b>2.4</b>	<b>Type of job</b>					
25	With the profession you will have, you would like to work as a Basic Education teacher.					
26	With the profession you will have, you would like to work as a teacher in a Technological Pedagogical Institute.					
27	With the profession you will have, you would like to work as a university teacher.					
28	With the profession you will have, you would like to serve as a public official in the education sector.					