Motivation to Achievement in Adolescents: Differences in Sexes between Public and Private High Schools

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Abstract  Adolescents go through a critical period of development. Therefore, they have to face various challenges, changes and decisions. One of them, it is that they live frequently in environments with a lot of risk factors, which influence in them and generates feelings as frustration, apathy and uninteresting for their wishing, but in the same time, a feeling of greatness with they respond their environment. The study’s aim was to know the relationship between the different risk factors and motivation to achievement by Mexican adolescents between public and private high schools. The results showed a positive and negative correlation toward more motivation increase the protective factors and less motivation of achievement in presence the risk factors. The intrinsic motivation was marked by the three types of protection factors (self-discipline, self-respect and self-acceptance) and extrinsic motivation was integrated by environment’s risk factors. Both are determinant over the motivation of achievement in this population. The risk factor unconsciousness and impulsive showed difference between public and private school. It is crucial to develop in them a project of life toward integral self-realisation.

Keywords  Motivation, Achievement, Adolescent, Public School, Private School

1. Introduction

The adolescence is a critical period of development in which the adolescents as their parents have to face various challenges and changes, from intellectual, emotional until social growth [1]. It is the period which the parents wait their sons or daughters solidificate their goals and project of life [2]. In fact, the elementary and middle school years are the best time on the parents transmit them cultural ideologies and the school’s system influences them societal ideals [3].

Therefore, the transition from child to adult young, does not integrate only this period called adolescence, it is the best period of time to stablish goals toward to life. These are the result of what they have learned from for interaction between the individual and their environment and from educational and family experiences [4]. According Rozenweig and Widfield [5], each goal or expectative defined, energises and regulates behavior. Then, this last process takes place within the person and is called motivation [6, 7]. The motivation is the engine to sense of life, and the internal and subjective to pursue some objectives, very important in new generation of youth, whom not believe in old generations’ recommendations.

1.1. Motivation to Achievement in Adolescents

Children’s achievement goals and expectations of success are formed and shaped according the Ecocultural Model, which is a balance between expectative and values (E-V) learned in home [8]. This means that adolescents’ level/type motivation is the result of self-schemas formed from their parents’ beliefs, behaviors, values, traditions, expectativas, goals, objectives, across parental practices [3, 9]. The Self Determination Theory (SDT) refers this construct to explain their subjective formation into cognitive process. This begins with the fulfillment of three basic psychological needs, all essential for on-going psychological growth and integrity and well-being: autonomy, competence and relatedness. These enhance and regulate young’s motivation, leading to pleasure and effort in relation their goal [7]. Then, the self-determination gives focus to engagement the goal [5, 10] and is the content; while the motivation is the energy and gives the movement.

Research on Mexican Americans has identified three interactive cultural models, in function the expectatives that the parents want to transmit their children. Specifically, these are three interpersonal relationships forms into family: simpatía, familismo, and respeto. Where, simpatía refers to interpersonal qualities such as empathy, warmth, and concern for others associated with seeking and maintaining harmonious relationships. The Mexican-origin
people, the *simpatía* is reflected in the importance of parental warmth [11]. *Familismo* is a multidimensional construct that includes the dimension of maintaining a strong attachment to family through feelings of reciprocity, loyalty, and closeness [12, 13]. And, *respeto* is the obedience to adults, authorities, significant relationships and elders [14]. But, the difference among families is determined in function of maternal warmth. High maternal warmth was associated with stronger relation between parents’ cultural guides and children’s achievement self-schemas [9]. They are the transmitters of cultural aspects [15].

When some goals are imposed in the adolescents, these can be assimilated or not. Gil-Ramírez and Martínez-Chaparro [15] refer that if which come from maternal warmth, their effect on them is more certainty and, this process is called Intrinsic Motivation (IM). Intrinsic motivation is a competence of self-determination to learn the related-outcomes and to addresses personal and interesting goals toward the adaptive, proximal and social process, many important in the adolescents’ development. Emphasizes the search for a goal oriented to something, to achieve success and satisfaction, overcome previous schemas and perform better execution [16]. Often, the intrinsic motivation (IM) exposed to higher levels of risk in youth people, resulting through inequalities in education and missing psychosocial perspective to want to be better. In the research, the intrinsic motivation has been found to decrease across development [17], maybe because they tend are more exposed to psychosocial risks, putting in jeopardy their integrity and their person [18]. During the adolescence, the parents have the intention of give their children more independence, autonomous and others skills/competences for life. In contrast, they put less attention in supervise, monitoring their behavior and show interest in their stuff.

While, the second kind of motivation that all have, is the Extrinsic motivation (EM), where the desired is to avoid punishment, but obtain rewards, recognition, positive feedback from parents or closeness relationships and acceptance as part of the adaptation social process [19]. This kind of motivation arises from the interplay between life stressors and the social context. In fact, McClelland [20] defines it as the goals oriented toward reaching a certain standard of achievement, excellence, organization, manipulation and control of the physical and social environment and, it is used to make decisions toward the own project of life. In case the adolescents, they are between the demands of parents and social demands for their social role that they have to play [21].

Locke and Latham [22] developed an inductive model theory. The authors exposed that goal-setting in the life are evaluated, it is important to know the resources and coping styles, with which young people count, such as; personal security, self-esteem, affiliation, low self-esteem, altruism and family, so you can know how much motivation to achieve there is and how this topic can be addressed. There are different factors of protection and the result of coping with adversity is called resilience, which is understood as a dynamic construct that includes a broad class of phenomenon involved in successful adaptations in the context of significant threats to development [26].

Resilience indicates that overcoming poverty is possible, but all this requires the ability of the human being to resist. The adolescent has to consciously build their own resilience, strengthen the possibilities and existing resources to direct alternative solutions to the different situations [27].

To experience that one’s own life makes sense is, for this author, the fundamental motivational force of the human being and condition of personal self-realization. The achievement of sense is positively associated to perception and experience of freedom; responsibility and
self-determination; fulfillment of vital goals; positive vision of life, of the future and of oneself; and self-realization [28].

In Mexican population seems the EM, for their personality given toward the familism, sympathy, respect and obedience to others, will be more important, but according the psychology of develop, the fist is very indispensable too. In particular, when the adolescents live with lack of family attachment, they have greater influence of EM given by peers, there is a tendency to look outwards and there is no internalize a IM [2]. Situation that involve them in more risks of negative outcomes, greater susceptibility, perpetuation of negative feelings and more influence of peers to define their own goals-of-interest. Then, they not have control of their life.

1.3. Risk Factors toward the Decrease the Achievement-Goals

For example, O’Neal and Cotten [29] had observed among youth in high-risk environments as: many of adolescents grow up in a high poverty neighborhood, living in a single parent home, having delinquent peers, having limited resources, and attending a low-achieving school have been linked to unemployment, school failure, and overall poor well-being. Cuellar, Jones and Sterrett [30] made a review of literature on neighborhood context and they reported three big categories: Danger (capturing crime and concerns for safety), Disadvantage (assessing the absence of institutional and economic resources), and Disengagement (noting the absence of positive social processes in the community).

According to Trianes, de la Morena and Muñoz [31] risk behaviors are all those situations or experiences in which the adolescent is involved due to the multiple demands that social relations pose him. These may involve demands or goals impossible to achieve. Risk behaviors are those that compromise aspects of the person during their development process and that seek the danger in themselves, while that risk factors are a function of personal characteristics and other social circumstances that increase the vulnerability of adolescents [32, 33].

Additionally, risk factors are those elements that have a high possibility of triggering or associating with the presence of any event that affects the integrity of the person or puts them in a situation of illness or death [34].

Two main risk factors are mentioned: psychological and social factors. Among the psychological factors are the dissatisfaction of basic psychological needs, inadequate patterns of education and upbringing, frustrating environment and misguided sexuality. Among the social risk factors are the inadequate family environment, belonging to antisocial groups, promiscuity and school and work abandonment. Messing [35] adds that in psychosocioculture there is a tendency in which the effort has fallen into disrepute to give rise to ease, which leaves less space for personal and work development. In this way, the academic and work characteristics of the current world have profoundly affected individuals, mainly the youngest ones, who manifest demotivation, dissatisfaction and apathy.

Indeed, today there is a high percentage of adolescents characterized by the inability to conceive their vocation, which could be explained by the lack of assimilation of social rules or norms, uncertainty, lack of information, disinterest and external attribution of the decision, or because in the national reality, specific values are not promoted in professional development [36].

When existential attainment is not reached, frustration arises that would be associated with despair characterized by doubt about the meaning of life; by an existential vacuum that would manifest itself in a state of boredom, perception of lack of control over one's life and absence of vital goals. The hopelessness for existential cause may involve more suicidal risk in subjects, whose personal physical, social and economic conditions are favorable, that when such conditions are not so good but that they do experience the same meaningful achievement [28].

Yalom [37] found that the existential avoid was associated with psychopathology, while the attainment of the meaning of life was related to the personal dedication to a cause, values and clear and defined personal life goals. A critical component of mental health includes the personal conviction and feeling that life makes sense.

One goal of this stage is the definition and solidification of their identity, which is a result of a progressive task of individual differentiation among their self-knowledge, their self-referential mental schemes and social feedback that they learned from their group of pertenence and cultural parameters received form their group of reference [18]. However, the identity redefinition becomes complex because the adolescents have a feeling of greatness implies them a low effort and low pay attention about to make import decisions in their life. They think that everything they can do it and are the best. Then, they not worry for to choose career, planning of your project of life, imagine wishing something very important.

Added to this, Tuiran and Avila [38] refer to a series of social difficulties such as: limited access to education, obsolescence of educational models, lack of employment opportunities and productive development; instability due to insufficient household income, among others; which impede that the young people believe that by preparing they can become as self-sufficient in adult stage.

Circumstances has made that the new generations discredited traditional lifestyles and foment to appearance of new attitude characterized by the simultaneous refusal to study or work. According to this vision, young people think that "the future is so uncertain that it is better to live up each day as the last in the life" and are not willing to make "exorbitant efforts when the benefit is not safe" [p.1]. What puts them at risk, even more, because this lack of activity
and commitment to them, their life project and the desire to live not only compromises their present but also their future. Some researchers refer the lack of a life project directly affects their self-esteem and causes them little confidence in the future, discouragement, apathy, indolence, frustration, anguish, anxiety, uncertainty and lack of definition [39]. Characteristics that manage to realize themselves because they feel them, when they have moments of conscience.

According to the analysis of these authors [31], this social phenomenon is not exclusive to the developing nations (like Mexico) but limits them in the lack of perspective towards looking for a tomorrow, a today and a "better self". In the case of adolescents, the different risk factors to which adolescents have been exposed will be analyzed, since this population is considered as a vulnerable group, so it is necessary to work with them since they will be responsible for building a different future, thanks to a motivation to achieve your goals. The motivation to achievement is not neither personality trait nor personal characteristic, is preferably a construct dynamic rather than only "motivation" [40] and the adolescence as period of transition is the best periods of time to build challenges and goals toward the life. Then, one of the our hypothesis was:

H1: More risk factors are associated negatively with level of motivation to achievement; therefore, more protection factors are associated positively with level of motivation to achievement.

In addition, due the gender is one moderator of individual motivation [32], over psychological need of autonomy, competences, relatedness [28] and plays a significant role in shaping achievement [31]. However, the studies referred that the male showed more tendency to motivation to achievement than female [41]. In fact, Mandel and Marcus [42] reported correlated with traits of personality and differences by gender, then the female tend to be more affected by sense of fear and failure. But, Kaura and Sharma [4] not found differences between gender. In addition, the effect of motivation on achievement is not straightforward, the gender can influence over it. Boys show more drop-out from school and pointed out, for example, a feeling of relatedness and autonomy at school than girls [10]. Our second hypothesis was:

H2: The sex (woman or man) and kind of school (private or public) marks the difference in the building of own goals toward to life.

Even though, some educational systems make pressure to involve the parents during course and college activities coincide or not with family expectative and make the difference in applies extreme rules in their students [2] for one hand. And the other, makes oppression over some achievement, pushing the pleasure vs. the effort. The achievement and absenteeism are taken into account, and put focus in student-centred learning environment toward teach autonomy, competence, relatedness and motivation, in differential form between boys and girls [10].

General Objective

Know the relationship between the different risk factors and motivation to achievement by Mexican adolescents between public and private high schools.

Specific Objectives:
1. Know the different types of motivation to achievement, risk factors and protective factors expressed by a group of adolescents of high school students.
2. Observe if there are statistically significant differences between the different types of motivation to achievement, protection factors, presence/absence of risk factors, risk factors by sex, and by institution (two-level variables).
3. To know if there are statistically significant differences by correlation, based on the institution, between the different risk factors and different types of motivation to achievement in a sample of high school teens.

2. Method

2.1. Participants

The capturing of the sample was done through a non-probabilistic sample of captive type [43]. It was constituted by a group of 250 participants, baccalaureate students, of whom 60% were women (N=150) and 40% men (N = 100). The age range was from 17 to 23 years with an average of 18 years and standard deviation of .89. The distribution by career was as follows: computer 23% (N=58), digital graphic 8% (N=20), assistant of address 16.4% (N=41), optometry 14.8% (N=37), area 1 physical-mathematical 14% (N=35), area 2 biological sciences 5.2% (N=13), area 3 social sciences 8.8% (N=22), area 4 humanities and arts 9.6 (N=24). Of which 62.4% of a public baccalaureate (N=156) and 37.7% (N = 94) of a private baccalaureate. This being a cross-sectional, field type of study with an independent variable of presence/absence of risk factors and high school students 17/21 years and a dependent variable: motivation to achieve, with a design: not experimental, cross-sectional [43].

2.2. Instrument

The instrument used for this research was adapted from others scales taken from the similar studies. It was composed of 64 Likert-type items with five intervals ranging from 1 "Never" to 5 "Always".

Risk Factors. Were evaluated with 12 of a nominal type,
toward to ask sociodemographic characteristics, across presence/absence, for some of them mentioned for this population by the literature.

Protection Factors. Were evaluated through the Resilience Questionnaire (Strength and Personal Security) developed by González-Arratia and Valdez-Medina [27] obtaining an alpha coefficient of 0.92.

Motivation to Achievement. This construct was measured by through the Locus of Control Questionnaire to Mexican population by Andrade and Reyes-Lagunes [44] in format Likert too. This reported a high internal consistency with a Cronbach’s alpha of 0.70.

So, this instrument was analyzed by SPSS software to see its psychometric characteristics (see table 1).

The factors describe in table 1, show a reliability goes from .38 to .78, being mostly a good level of reliability (5/7) in the sample studied. In the first place, motivation is in search of success and secondly a motivation by own effort. In the second case, the result allows us to observe that there are two types of risk factors reported by the simple studied, the first unconsciousness and second impulsive behavior. In the third case, the results show three types of protection factors with which they have self-discipline, self-respect and acceptance. In these results, the objective 1 was confirmed. The adolescents expressed different styles within the motivation to achievement (3), risk (2) and protective factors (3). And, it’s worth clarifying that due the last factor in table 1 had low reliability, this not included in the following statistics procedures.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Descripcion</th>
<th>α</th>
<th>x̄</th>
<th>S</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF Self-discipline</td>
<td>It refers to self-confidence, awareness in decision making, respect for what they think and feel, leading to a dedication to overcome the obstacles that life presents them from different points of view.</td>
<td>.78</td>
<td>22.5</td>
<td>4.1</td>
<td>6</td>
</tr>
<tr>
<td>RF Uncons</td>
<td>It refers to the behaviors carried out by adolescents without thinking about the repercussions that they may have, such as the use of drugs or alcohol, using their intellectual abilities, to get away with it.</td>
<td>.78</td>
<td>18.7</td>
<td>6.2</td>
<td>6</td>
</tr>
<tr>
<td>ML Success</td>
<td>It refers to the projection to a successful future, the wish achieve the goals that they have established themselves throughout their lives.</td>
<td>.75</td>
<td>15.2</td>
<td>3.1</td>
<td>4</td>
</tr>
<tr>
<td>PF Self-respect</td>
<td>It refers to the ability of adolescents to be with themselves, the value they give to that time and how that helps them establish a goal to follow and the decision to achieve that goal in particular.</td>
<td>.72</td>
<td>12.7</td>
<td>2.3</td>
<td>3</td>
</tr>
<tr>
<td>PF Self-Accept</td>
<td>It refers to the way of confronting the reality of adolescents, if the opportunities that life has given them welcome them, without wanting what others have.</td>
<td>.50</td>
<td>10.7</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>RF Impuls</td>
<td>It refers to impulsive behaviors, which are carried out without a process of discernment between what is right and wrong, leaving aside the reasoning and being guided simply by their impulses, both in social networks, as in their day to day.</td>
<td>.55</td>
<td>.77</td>
<td>2.9</td>
<td>3</td>
</tr>
<tr>
<td>MA Effort</td>
<td>It refers to giving the necessary importance to achieve the goals, asking for help for the correct realization of this, investigating on the subject and on the ways of solution.</td>
<td>.38</td>
<td>10.1</td>
<td>2.2</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Table created by the authors. Where: RF= Risk Factor, PF= Protection Factor, MA= Motivation to Achievement, Uncons= unconsciousness, Accept= Acceptance, Impuls= Impulsivity.
2.3. Procedure

We searched for and made the corresponding diligences to be able to apply the instruments in two high school, one public and another private. For that, we had some previous meeting with school’s authorities, to whom we exposit the project, explained its importance and showed the scale. Each principal gave instructions to facilitate us the applications at school hours. There was not payment for questionnaire respond but the results of this study were presented to come back to school personnel and we did some suggestions to respect. Once the instruments were applied, they were coded, captured and analyzed with SPSS software version 23.

2.4. Results

To answer the question posed, we worked for specific objectives. In the first moment, a frequency analysis was carried out to see the behavior of the items and to know the psychometric characteristics of the applied instrument. With the results of this analysis showed that from 76 items of original version, 45 not discriminated, then they are not integrated to nest analysis. The factorial analysis for principal components with Varimax rotation reported 7 factors which explain the 53.57% of the total variance.

The objective 2 was responded by Student's t-tests for independent samples. The table 2 shows difference by male/female, and public/private school. The women reported a tendency to be more unconsciousness than men. Also, the students in private high school tend to behave more unconsciousness, toward success, from their self-respect and self-acceptance than public high school students. These public high school students’ behavior is more impulsivity than private high school students’. With this result, we can see differences by sex and institution in the build and influence some attitudes of unconsciousness and impulsivity behaviors and, of self-respect and self-acceptation in the way toward the definition of goals in adolescents. The table 3 shows the difference for the risk factors Substance use is common (A11) Vandalism activities are observed (A12), their presence affects, the first the unconsciousness behavior and the second, the motivation to achievement in adolescents.

Table 2. Differences of means by t Student for independent samples between the types of risk factors, of protection, and of motivation to achievement by sex and institution for the sample studied.

<table>
<thead>
<tr>
<th>Factores</th>
<th>Male</th>
<th>DS</th>
<th>Female</th>
<th>DS</th>
<th>t Student</th>
<th>gl</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF Uncons</td>
<td>18.0</td>
<td>6.3</td>
<td>19.8</td>
<td>6.0</td>
<td>-2.29</td>
<td>248/219</td>
<td>.02</td>
</tr>
<tr>
<td>Public School Private School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RF Uncons</td>
<td>17.92</td>
<td>.50</td>
<td>20.12</td>
<td>.62</td>
<td>-2.722</td>
<td>248/200</td>
<td>.007</td>
</tr>
<tr>
<td>ML Success</td>
<td>14.90</td>
<td>.25</td>
<td>15.82</td>
<td>.32</td>
<td>-2.213</td>
<td>248/195</td>
<td>.028</td>
</tr>
<tr>
<td>PF Self-Respect</td>
<td>12.19</td>
<td>.19</td>
<td>13.66</td>
<td>.17</td>
<td>-5.521</td>
<td>248/243</td>
<td>.000</td>
</tr>
<tr>
<td>PF Self-Accept</td>
<td>11.05</td>
<td>.19</td>
<td>10.26</td>
<td>.27</td>
<td>2.436</td>
<td>248/182</td>
<td>.016</td>
</tr>
<tr>
<td>RF Impuls</td>
<td>8.31</td>
<td>.22</td>
<td>6.70</td>
<td>.29</td>
<td>4.410</td>
<td>248/193</td>
<td>.000</td>
</tr>
</tbody>
</table>

Note: Table created by the authors. Where: RF= Risk Factor, PF= Protection Factor, MA=Motivation to Achievement, Uncons= unconsciousness, Accept=Acceptance, Impuls=Impulsivity.

Table 3. Differences of means by Student t between item A11 (Substance use is common) and item A12 (Vandalism activities are observed) for the sample studied.

<table>
<thead>
<tr>
<th>Items</th>
<th>Si</th>
<th>No</th>
<th>t Student</th>
<th>gl</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A11 RF Uncons</td>
<td>20.70</td>
<td>5.7</td>
<td>17.25</td>
<td>6.2</td>
<td>4.471</td>
</tr>
<tr>
<td>A12 ML Success</td>
<td>8.37</td>
<td>3.1</td>
<td>7.38</td>
<td>2.7</td>
<td>1.964</td>
</tr>
</tbody>
</table>

Note: Table created by the authors.
Table 4. Differences of means by ANOVA by the age group for the sample studied.

<table>
<thead>
<tr>
<th>Factor</th>
<th>17 x̅</th>
<th>17 DS</th>
<th>18 x̅</th>
<th>18 DS</th>
<th>19 x̅</th>
<th>19 DS</th>
<th>20 x̅</th>
<th>20 DS</th>
<th>21 x̅</th>
<th>21 DS</th>
<th>F</th>
<th>gl.</th>
<th>sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RF Uncons</td>
<td>16.2</td>
<td>6.2</td>
<td>18.5</td>
<td>6.0</td>
<td>20.5</td>
<td>6.3</td>
<td>20.7</td>
<td>6.7</td>
<td>17.5</td>
<td>4.9</td>
<td>2.44</td>
<td>5/244</td>
<td>.03</td>
</tr>
<tr>
<td>PF Self-respect</td>
<td>14.4</td>
<td>2.5</td>
<td>15.4</td>
<td>1.9</td>
<td>15.5</td>
<td>2.1</td>
<td>16.2</td>
<td>1.6</td>
<td>13.5</td>
<td>.70</td>
<td>9.61</td>
<td>5/244</td>
<td>.00</td>
</tr>
<tr>
<td>RF Impuls</td>
<td>8.44</td>
<td>3.0</td>
<td>7.55</td>
<td>2.8</td>
<td>7.12</td>
<td>2.6</td>
<td>9.14</td>
<td>4.1</td>
<td>10</td>
<td>.00</td>
<td>2.22</td>
<td>6/244</td>
<td>.05</td>
</tr>
</tbody>
</table>

Note: Table created by the authors. Where: RF= Risk Factor, PF= Protection Factor, MA= Motivation to Achievement, Uncons= unconsciousness, Accept=Acceptance, Impuls= Impulsivity.

Table 5. The Pearson Correlation between risk, protection and motivation to achievement factor for Public/Private High School

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>M</th>
<th>DS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Self-discipline</td>
<td></td>
<td>.126</td>
<td>.485**</td>
<td>.522**</td>
<td>.489**</td>
<td>-.234**</td>
<td>.371**</td>
<td>23.1</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>2.RF-Uncons</td>
<td>.017</td>
<td>_____</td>
<td>-.026</td>
<td>.036</td>
<td>-.035</td>
<td>.333**</td>
<td>.010</td>
<td>20.1</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>3.MA Success</td>
<td>.532**</td>
<td>.081</td>
<td>_____</td>
<td>.383**</td>
<td>.381**</td>
<td>-.168</td>
<td>.412**</td>
<td>15.8</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>4.PF Self-Respect</td>
<td>.613**</td>
<td>.123</td>
<td>.424**</td>
<td>_____</td>
<td>.508**</td>
<td>-.345**</td>
<td>.240*</td>
<td>13.6</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>5.PF Self-Accept</td>
<td>.420**</td>
<td>-.001</td>
<td>.330**</td>
<td>.324**</td>
<td>_____</td>
<td>-.222</td>
<td>.275**</td>
<td>10.2</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>6.RF Impuls</td>
<td>-.242**</td>
<td>.371**</td>
<td>-.138*</td>
<td>-.239**</td>
<td>-.222*</td>
<td>_____</td>
<td>.188</td>
<td>6.70</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>7. MA</td>
<td>.379**</td>
<td>.004</td>
<td>.352**</td>
<td>.220**</td>
<td>.292**</td>
<td>-.166**</td>
<td>_____</td>
<td>10.5</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>22.2</td>
<td>17.9</td>
<td>14.9</td>
<td>12.1</td>
<td>11.0</td>
<td>8.3</td>
<td>9.88</td>
<td></td>
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</tr>
<tr>
<td>DS</td>
<td>4.0</td>
<td>6.2</td>
<td>3.1</td>
<td>2.4</td>
<td>2.4</td>
<td>2.7</td>
<td>2.2</td>
<td></td>
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</tr>
</tbody>
</table>

Note: Table created by the authors. *p<.05, **p<.01. Where: RF= Risk Factor, PF= Protection Factor, MA= Motivation to Achievement, Uncons= unconsciousness, Accept=Acceptance, Impuls= Impulsivity.

Due, the influence by institution in the sample studied, we waited to make a complementary analysis by age. The table 4 shows difference significative statistically for group of age. Where the older students tend decrease their behavior unconsciousness, based by self-respect. In contrast, they reported more impulsive behavior than others groups of age. The post hoc test of Turkey showed that the difference of this analysis is due to the difference of the ML with the computer science area and the assistant director, with a level of meaning of .00; likewise the digital graphic area with assistant director with a level of significance of .04. Objective 3 is reported in table 5, which did not show main difference between groups. Then, this objective was not confirmed.

Finally, according to the main objective and the previous results of this study, we made an exploratory regression linear model with stepwise method, entering those variables more repeated in this case. As dependent variable the Motivation to Achievement attitude (MA) and as independent variables the risk factor unconsciousness, the protection self-respect and self-acceptation factors. Our model obtained, resulted only the two last variables as part of it. This is, the simple linear regression was supported by self-respect, where F(1/148)=54.436 with $R^2$ of .18, and self-acceptation F(1/247)=13.084 with $R^2$ of .22, both with p<.00.

3. Discussion

In this study, we analyzed different ways that some risk and protection factors follow in adolescent’s environment with finality to understand better the possibility they build goals of motivation to achievement.

Motivation to achievement. The data of this study reported factors that have not been mentioned in the literature, there are two types of motivation to achievement, motivation in search of success and motivation by self-effort. According to McClelland [18], Andrade and Reyes-Lagunes [23], motivation to achievement has three components: master, which is a preference for difficult tasks and for trying to do things looking for internally prescribed standards of excellence; working, which represents a dimension of effort, the desire to work hard and have a good performance, a positive attitude towards the work itself; and the last component, there is...
competition, which refers to the satisfaction derived from the competition interpersonal and the desire to earn and be better than others. Most likely in this study, the motivation to achievement was divided into motivation to success and self-effort, but the three are part of this theoretical construct. However, our results only let us predict the motivation to success. Then the motivation to achievement (in this case as self-effort) was low fidelity, then this was not force in the sample studied, maybe how some authors mentioned that the adolescents have a feeling of greatness, therefore they tend make low effort and low pay attention about those knowledge and referential schemes from their group of pertinence [18]. And, could be that in this stage, the adolescent continues with the definition and solidification of their identity, being difficult for his/her to define their goals and challenges to achievement of life. The results we let see that of 4 factors expected from the instrument adapted for this study, some of them went back to replicate as intrinsic motivation, which is competition and self-determination, and extrinsic motivation like the desired to obtain rewards or avoid punishment [19].

**Risk Factors.** Based on the previous results, our hypothesis 1 was not corroborated. Wherever, we observed that the risk factor of unconsciousness, although had differences it was the risk more repeated in the sample studied. This is likely due that they live in complex and diverse environments marked by risk factors. Factors that implies them in their impulsivity, apathy or unconsciousness behavior [17, 18, 23] and they are part of the adaptation process [19, 26]. Here, we found differences in two risk factors in particular, to consumption of substances and tendency to vandalize behavior respectively, which are part of the context and environment of life in adolescents.

More specific, the differences were observed in three sociodemographic variables: sex, institution and age, how a characteristic of the adolescence [4]. Regarding the differences observed in this study, having found that women report a greater risk factor unconsciousness, is a result contrary to what is expected within the literature, the authors say that differences between male and female are always more marked in those activities that represent the taking of some risk, where the men demonstrate a greater search of sensations, greater receptivity to the reward and smaller sensitivity to the punishment. In this study, the differences between unconsciousness behavior and male/female were expressed as results the level of consciousness with which men and women are educated, differentially [45]. In the same way, the age made the difference among risk factors of unconsciousness and impulsivity and protection factor of self-respect. Result that respond too toward certain level of consciousness becoming with the age [18].

It was found that the older there is greater impulsivity, as well as the fact that age influences both the risk factor of unconsciousness and the self-respect protection factor; being these opposites without following a chronological pattern of age. It leads us to conclude about the impact that age has on the construction of certain behaviors, with negative and positive consequences. From a psychological perspective that studies in detail the positive traits of people, individuals have been identified who, despite having been exposed to negative events in life, manage to overcome, that is, develop resilience [27].

On the other hand, having found that adolescents from private schools reported greater motivation to achieve success in life, as well as more self-respect and motivation to achieve by effort compared to public school. Sustained by literature, private schools are more competent in their task than public schools [46]. In contrast, public school adolescents show a greater degree of acceptance and impulsiveness compared to private school. While private school baccalaureate students show greater unconsciousness than public school students. The literature also shows us that there is another large proportion of jobs that do not find much difference in the choice of one type of school or another.

Another of the differences found is in the absence/presence of a risk factor, in terms of the presence of substance use and vandalism activities, which is very mentioned in the literature, based on the age group and disadvantaged socioeconomic context and in the adolescent stage, Neumann, Barker, Koot and Maughan [47] analyzed the effect of impulsivity in the development of antisocial behavior in adolescent men and women, showing their results that impulsivity, inhabit in neighborhoods considered at risk and living with only one of the parents were the variables that were most associated with antisocial behavior in both.

The difference found by career in the motivation to achievement and from this to success, refer to the importance of two important aspects; The first refers to the taste for one's career, in order to achieve professional success and a sense of accomplishment. That really they are passionate and show interest in the area in which they are specializing. Second, we can refer to intrinsic and extrinsic motivation. The study of intrinsic motivation is of interest because it develops from the inside of the individual, and aims to accomplish a goal with care, so it is also called motivation to achievement. The motivation to achieve is generated mainly by personal interests, the confidence in one's abilities, without expecting anything in return, more than the satisfaction of having achieved something for oneself. It refers to the search of a goal oriented to obtain success, overcome the previous schemes and perform a better execution [37].

**Protection Factors.** The results showed three types of protection factors as internal factors that adolescents have, but two of them were more repeated: self-respect and self-acceptance. According some authors [5, 7, 10] the motivation to achievement is reduced to self-determination, which is product the building the self-schemas from the
family as group of reference and cultural belonging. In particular, the self-respect is product by *familismo* [14] and the self-acceptation by necessity; both are result from the adolescence’s construction of identity [9, 15]. During the life cycle, more integrated levels of identity and self-knowledge are emerging [18] and they do the difference in the responds style in private or public high school adolescents. According the expectative-value theory the adolescents choose their goals and challenges by expectatives learned from their sociocultural context [3, 8, 9] as solving-problem skills [27] and their own schema of self-realization by age [28].

### 3.1. Conclusions

With respect this results, we can conclude that there is no important to be man or woman or age to choose career or to plan a project of life, the most important thing is what you study based on the motivation to success in Mexican population and the motivation to achievement about the theory. All motivation should be grounded in their self-referential (self-discipline, self-respect and self-acceptance). It means, in their intrinsic motivation. If the adolescent controls impulsivity and acceptance of who he is based on his social and economic situation, he will also develop motivation to achieve. To more acceptance and less impulsivity, the adolescent will be able going to successful. Facts that should be to learn from house and school’s environment. In the school environment, the motivation to achievement influences the way of thinking of the student, the goals that he intends to achieve in relation to his learning and his school performance. We believe it is important to incorporate into the educational programs, activities that help promote internal strengths such as: life skills, clear and firm limits on educational action, motivation to achieve, motivation to success, initiative, effort and self-respect.

A Mexican example of school practices that favor motivation is given by Aguinada, Salvador and Rueda [48] when describing the Tatu'utsi Maxakwaxi school, a technical secondary school belonging to an indigenous community that has been notorious for the low dropout rates and for promoting that your students continue studying. In this school students are encouraged to make decisions and propose their own learning goals, that have a critical and proactive attitude regarding the way to improve their learning and, most importantly, the collaboration and the sense of belonging to a common educational project are strengthened among students and teachers. The practices of this school seem to be the components to promote a motivation towards autonomy and interest in learning.

### 3.2. Limitations

The only limitation that we presented in the elaboration of the study was the permission to access the private school, since the authorities of this one took care of the anonymity of both the institution and the students, due to simple security issues.

### Acknowledgements

We are very grateful to authorities and participants who with their collaboration, made this report possible.

### REFERENCES


