MOTIVATIONAL LANDMARKS OF ADOLESCENTS IN THE CONTEXT OF LIFESTYLE AND SOCIAL REALITY - THEORIES, MODELS, VALUES, AND PRACTICES

Corina Costache COLAREZA, Ph.D.,
"Titu Maiorescu" University from Bucharest,
corinacolareza@yahoo.com

Abstract: *Students are motivated by the desire to satisfy their personal needs to achieve certain individual goals and aspirations. Motivation can vary according to interactions between internal factors (such as individual needs, interests, and values) and external factors. The most difficult practical problem is to understand the nature and quality of motivation in the classroom. Metaphors can help students understand and integrate information in an easier and more meaningful way. A substantial part of Social Psychology stems from the belief that social behaviors are based on people's perception of reality. Learning styles derive from four bipolar dimensions' (David, 2015, p. 204): extravert-introvert, which refers to the capacity to assimilate and analyze information through social interaction. Adolescence is marked by fluctuating levels of self-esteem and the adoption of different attitudes and styles until it stabilizes in youth and adulthood. Willpower comes into play at this stage, representing the subjective and most crucial aspect of self-regulation. Procrastination is often used as a way to cope with anxiety arising from initiating or completing tasks. The origins of the term can be traced back to the Latin word 'pregetare,' meaning to delay, hesitate, or postpone.*

Keywords: *motivation; adolescents; social.*

Introduction

The psychopedagogical stages present a complex framework that addresses various aspects of lifestyle, motivation, and social reality. Through this integrated approach, multiple psychological and educational factors can be examined, along with the personal influence of lifestyle.

Childhood and adolescence are widely considered major stages in human development. During these periods, individuals are frequently exposed to harmful factors that can have long-lasting effects. However,

implementing social and health interventions in different stages of growth could yield positive results for individuals.

The specialized literature has brought to light numerous studies in the field of adolescent lifestyles, covering various aspects such as the notion of identity in children, adolescents, and young people (explored by Erickson, 1968), the bio-psycho-social development of adolescents, and the impact of societal norms on their growth (analyzed by Kroger, 2000, and Santrock, 1996). Other studies focus on physical activity (Nader, 2008), healthy eating (Larson N, Story M., 2015), sleep and rest (Hale L, Guan S., 2015), risky behaviors (Kann L, et al., 2018), and mental health (Gore F.M. et al., 2011).

In the renowned treatise on adolescent psychopathology, Marcelli and Braconnier (2004) analyze various anomalous behaviors exhibited by young people, such as exhaustion, bulimia, anorexia, depression, suicide, and running away from home.

In their works, Clerget (2008) examines the crisis of adolescence, while Adams and Berzonsky (2009) propose a manual for adolescent psychology. These authors have identified and analyzed the dangers associated with adopting an unhealthy lifestyle during adolescence, which include substance abuse, risky sexual behaviors, and antisocial behaviors that are linked to psychopathological disorders, adolescent tasks, and sexually transmitted diseases.

The consulted and synthesized bibliography is in line with the research objectives proposed in this paper, which aim to analyze the links between personality, motivation, and socio-emotional intelligence in adolescents (Colareza, C. 2020). These aspects represent vital indicators of maturity and social integration among children and adolescents, particularly regarding their level of integration within the family and school community.

The specialized literature contains numerous models that highlight various variables crucial for incorporating healthy habits and achieving a healthy lifestyle. One such model is Cummings' analysis (1980) of 109 variables derived from 140 different models of healthy behaviors. The analysis led to the identification of six different multidimensional factors, including: availability of health services, principles regarding the quality and benefits of treatments, perceptions of illness treatment, attributes of the social network, demographic elements.

The social cognition approach aims to investigate how individuals navigate social situations. In 1991, Fiske and Taylor introduced the cognitive approach, which focuses on individual cognitive processes -

the thinking processes that intervene between observable stimuli and responses in real-life situations. A substantial part of Social Psychology stems from the belief that social behaviors are based on people's perception of reality. Since Schneider's work in 1991, social psychology has been the driving force behind the development of social cognition in individuals.

Furthermore, Fiske and Taylor's research in the same year defined self-regulation as a cognitive and behavioral process through which individuals modify their self-concepts, behavior, or environment to align with desired outcomes and personal goals. During the process of self-regulation, a crucial aspect is the reduction or sorting of unused neural connections in the brain. This pruning typically results in significant changes in how adolescents function and occasionally reveals latent problems that may require solutions.

The process of self-regulation is composed of several elements, including goal setting, mental training, continuous monitoring, and evaluating the motivation behind the activity. In this process, two distinct phases are identified, as highlighted by Gallwitzer (1993): the motivational phase and the volitional phase. The first stage of self-regulation is the motivational phase, which involves considering various stimuli and expectations that inform our choices between goals and actions. This phase concludes once the decision regarding the pursued objective has been made. It is followed by the volitional phase, characterized by planning and action aimed at achieving the chosen goal, simultaneously working to remove any obstacles that may hinder progress. Willpower comes into play at this stage, representing the subjective and most crucial aspect of self-regulation. During the volitional phase, both intention, which is the act of volition, and willpower, which is the mechanism of psychological self-regulation that mobilizes physical, cognitive, and affective resources, play significant roles.

J. Keller (2008) proposed an integrative theory that relates motivation, willpower, performance, learning, and attitude. According to Keller, desire is the initial manifestation of willpower, representing actions that have not yet been realized. Therefore, the concept of desire can help us understand the coexistence of conflicting values.

During the process of action, there is an underlying tension that motivates the individual, and the motive is evaluated before establishing a goal. Desire is thus integrated at a higher level than intention. The study has shown that the nature of a person's occupation is directly related to their level of life satisfaction. Positive correlations

have been found between the level of interest and satisfaction, as well as the amount of time invested in work activities and leisure time.

Achieving a healthy lifestyle consists of understanding and adopting healthy principles/traits for individuals and society. The organizational model is established according to the standards of a linear system that shows influence on the learning process and performance.

Attaining a healthy lifestyle is dependent on demographic and social factors, together with adopting a parental model and cultural values from an early age, playing a significant role in shaping an individual. Practicing healthy habits is influenced by two main factors - emotional factors such as stress level and personality factors such as self-esteem. For example, someone's personality traits, whether positive (optimism) or negative (negative affectivity), have a significant influence on the adoption and maintenance of healthy habits.

The role of cognitive factors is essential in determining whether healthy practices can effectively cultivate behaviors that contribute to a healthy lifestyle. Adolescents need support during their tumultuous phase of emotional and hormonal changes to overcome challenges that may hinder motivation towards a healthy lifestyle and performance improvement. The issue of procrastination among adolescents and beyond is a real problem and can be either a consequence of depression or a factor that exacerbates it. Procrastination is often used as a way to cope with anxiety arising from initiating or completing tasks. The origins of the term can be traced back to the Latin word "pregetare," meaning to delay, hesitate, or postpone. Psychologists specialized in this field have added several criteria to classify procrastination, such as non-productivity, futility, and delay. Procrastination not only leads to decreased motivation and productivity but also results in increased levels of stress, feelings of guilt, and disapproval from others due to failure to.

Psychopedagogical Indicators of Adolescents
The period of adolescence is characterized by the complexity of the transformations that adolescents must face on multiple levels: biological, psycho-emotional, and social.

In the process of adapting to such a complex challenge, young people experience psychological and behavioral reactions. It is a period of learning and (re)discovering oneself, which can generate identity crises and self-esteem erosion, manifested either through deviant behaviors or introverted reactions.

Neacşu (2019) pointed out in the dynamics of learning and the development of learning competencies that there are different opinions and a consensus regarding the existence of specific mechanisms in academic learning. These mechanisms are based on multiple sets of biological, neuropsychagogical, neurodidactic, psychosocial, and anthropological mechanisms. There is great diversity in the functional mechanisms of learning, and they are accepted and verified through the prism of the principle of plural determinism.

The following explanatory factors are involved in the mechanisms of learning (Neacşu, 2019):

- Lewin's dual-power (attraction-avoidance) refers to human learning through an individual's tendency to approach or avoid certain situations, phenomena, people, relationships, or learning behaviors. Therefore, effort is required to choose a more productive mental path.

- Activation of a positive perspective through success and self-control.

- Self-confidence in personal achievements through learning competence and effective decision-making.

In the structure of learning, the following important characteristics can be identified: conception (the meaning of the response), motivation (the psychosocial status of individual conduct), goals (conscious objectives), methodology (strategies, methods, techniques), resources (material, energy, informational), time (planned duration), conditions (study climate), social, cultural, individual, and group contexts, results, evaluation (personal and institutional norms). Based on this structure, connections and motivated transfers can be made to enhance learning.

According to the law of motivation, academic learning is produced and self-sustained as a generator of energy. Conversely, unmotivated learning is negative and creates barriers.

"There are several psychological models of learning styles, one of the most influential being the Oakland model et al./Iliescu and Dincă (2007). Learning styles derive from four bipolar dimensions" (David, 2015, p. 203): extravert-introvert, which refers to the capacity to assimilate and analyze information through social interaction (extravert) or based on personal analysis (introvert); practical-imaginative, which assimilates information through factual analysis or imaginative solutions; rational-emotional, which assimilates and analyzes information in a logical or emotional manner; organized-

flexible, which assimilates and analyzes information when well-structured (organized) or through discovery (flexible). Thus, "willpower and motivation are finite resources that interact" (Neacșu, 2019).

In the development of adolescents, emotional intelligence also needs to be taken into account. It is a social adaptive ability and is defined in the literature through two models: the first model presents emotional intelligence as a skill to quickly learn and solve social information, similar to intelligence but with social applicability and adaptation (Mayer et al./Iliescu and Livinți, 2011); the second model is more defined as an element of personality that promotes adaptation to the environment (Bar-On/Livinți and Iliescu, 2009).

From a pedagogical point of view, there are several laws that act in the neurodynamics of learning. However, I would like to mention the laws of consciousness activation and the law of consciousness and goal clarity, as well as the law of preparedness, inverse connections, etc. In this context, there are psychological and pedagogical requirements that involve awareness at the level of thinking, attention, decision-making, strategy awareness, and avoiding fatigue (through breaks).

The rediscovery of oneself in relation to others can bring about conflicting values, as the density of interactions with groups other than their own increases during the process of secondary socialization. These contradictions can generate cognitive dissonance.

The development of adolescents can be observed based on data regarding the psychological profile of Romanian children and adolescents. These studies have focused on fluid intelligence, which represents the surface profile, and crystallized intelligence. However, they do not indicate a good potential compared to democratic countries (such as Germany, the Netherlands, and the United Kingdom). Therefore, correction is needed through early education programs, parenting programs, and a modern school curriculum.

Another dimension studied is school engagement, which is above the average of 12 cultures analyzed and slightly higher in girls compared to boys. The crystallized intelligence can be improved within a modern curriculum through the involvement of Romanian adults in work. Some components, such as the motivation to not be absent/enjoyment of being at school and the motivation to learn mathematics, are less developed.

Happiness in life is at a high level for children aged 10-12, while happiness at school has a lower level (similar to adult job dissatisfaction).

Regarding emotional socialization, a similar collectivist profile has been observed. In Romania, unlike Turkey, positive emotions are not directed toward the group of belonging, similar to the individualistic culture in the United States.

In terms of mental health, anxiety, both as a state and as a trait, among Romanian children has lower values than those of American children.

Regarding the eating behavior of Romanian children, it is healthier in rural areas compared to urban areas (similar to Portugal).

Young children have greater emotional problems (anxiety and depression) compared to the United States and other European countries.

Romanian adolescents, especially girls aged 12-18, score high in terms of clinical/ecological issues related to internalization, somatic problems, social problems, and depressive behavior compared to American adolescents.

As a defense mechanism, the role of collectivism works for ages 6-11, precisely during the period when children are exposed to an independent and new environment, but later, during the adolescent crisis, it is no longer useful. Paternalism related to social issues develops from adolescence and is accentuated in adulthood (David, 2015).

If regarding the onset of adolescence, it can be identified by the appearance of biological changes, typical of the onset of puberty, the period of adolescence is a variable one, the adolescent passing through several phases:

The onset of adolescence with biological changes

Puberty is characterized by physical changes, such as voice deepening in boys, the onset of menstrual cycles in girls, and the development and functional maturation of genital organs in both girls and boys.
The stage of adolescence itself is a period during which cognitive and social processes take place.
The stage is that of "prolonged adolescence," as described by Șchiopu (2008), and it refers to the person who achieves financial

independence, either through work integration or marital choices.

Table 1 The phases of adolescence

In the complex process of the social construction and reconstruction of identity during adolescence, both the influence of the origin group and the reference group, as well as that of the school, as well as cultural and social interactions, the degree of civic involvement are important. Thus, a clearer picture can be drawn following the application of some studies on Romanian subjects regarding emotional intelligence, seen as an aptitude showing lower results compared to Americans (in an individualistic culture). And the results, regarding emotional intelligence, as a social skill, show that Romanians have a higher degree than Americans. (Bar-On/Livinți and Iliescu, 2009).

In this broad spectrum of dimensions that characterizes the period of adolescence, the scientific approach is a multidisciplinary one. Character and temperament were analyzed through values and energy dynamics, and thus we can talk about personality traits, character and temperament respectively. We can follow in the creation of the adolescent profile the personality traits, as psychological transitory aspects and possibly stable over time, which involve cognitive-evaluative-emotional, behavioral and psychobiological elements.

Dimensions of personality with their psychological facets

Emotionality (Neuroticism) with its psychological facets: anxiety, anger-hostility, depression, procrastination, shyness, impulsivity, and psychological vulnerability;
Extraversion followed by facets such as warmth, assertiveness, activity, excitement-seeking, and positive emotions and sensations;
Openness with facets such as fantasy, feelings, ideas, values, and aesthetics;
Agreeableness with facets such as trust, honesty, altruism, modesty, and gentleness;
Conscientiousness with facets such as orderliness, competence, responsibility, self-discipline, and deliberation.

Table 2 Big Five Model, adapted from Costa and McCrae (1988)

Another scientific approach to adolescents is the one proposed by Marcelli and Braconnier (2006), which identifies 6 directions: cognitive, historical, cultural, sociological, psychoanalytic, and interventionist.

In an attempt to structure the directions and approaches to the phenomenon of adolescence identified by authors such as those mentioned above, as well as other authors proposing similar approaches, such as Rădulescu (2000), we propose organizing these theories into three major categories of approaches:

Relativistic-contextual approach, in which adolescence is treated differently based on the specific historical and socio-cultural context. Although perspectives may differ, sociologists, historians, and cultural anthropologists all emphasize the contextual determinants of adolescent typologies based on the period and place in which they live. One of the highly influential theories from the 1970s and 1980s is the one developed by Margaret Mead (1928/new edition 2001) from the perspective of cultural anthropology.

Based on anthropological studies conducted in Samoa, Mead develops an explanatory model of the direct relationship between the complexity of a society and the duration, on one hand, and the tensions and conflicts specific to the adolescent period, on the other hand. The less complex a society is, the shorter the duration of adolescence and the less problematic it is.

The approach to adolescence from the perspective of its invariant and universal determinants, whether it emphasizes irrational factors from a psychoanalytic perspective (Freud) or cognitive factors (Piaget). The mechanisms of adaptation are considered to be common to all adolescents, regardless of their social and cultural context. This type of approach focuses on invariant mechanisms and determinants and proposes holistic and deterministic explanations. Sigmund Freud, followed in a similar theoretical line by his daughter Anna Freud, attributes the conflicts and tensions of adolescence to childhood traumas as well as the anxieties and sexual tensions generated by puberty.

Erik Erikson proposes his own psycho-social theoretical model, starting from the definition of the concept of "adolescent crisis," considering the process of identity assertion as an unconscious process of differentiation. The model proposed by the mentioned author

operates with psychosociological concepts such as social roles, role ambiguities/conflicts, self-esteem, and self-awareness.

Structural-functional approaches. Alongside Talcott Parsons, another "founder" of the structural-functional approach is Robert King Merton, one of Parsons' students. While the former proposes a sociological theory that focuses on the concepts of "attitudinal ambivalence" and "youth culture" within a functionalist explanatory model, Merton (apud. Neculau, 2004) suggests, from a methodological perspective that falls under a functionalist approach, the "paradigm of anticipated socialization" carried out in interaction with reference groups of adolescents, which include the circle of friends, similarly aged neighbors, and classmates.

Drawing on Parsons' idea of the cultural differentiation of adolescents in relation to adults, James Coleman develops a theory of youth subculture that encompasses specific values and norms reflected in lifestyle choices adopted by young people within their reference and socialization groups.

Margaret Mead develops a similar theory that emphasizes the importance of secondary socialization during adolescence and the increased freedom in choosing reference groups with which adolescents identify and adopt their values and norms. While childhood offers a single model, that of the parents, adolescence offers alternatives that involve free choices, and this freedom of choice provides the premises for the development of the adolescent's personality (Adams and Marshall, 1996).

A. Davies proposes "a theory of socialized anxiety that postulates the determining role of social control and social pressure, materialized in punishments and sanctions correlated with the violation of pre-established social norms in the secondary socialization of.

The self	Description	Author
Global self	People manifest themselves according to the contexts in which they act;	(by Iluț, 2001)
Relational self	It involves evaluating an individual's competencies in various fields;	(Adams, 2009)
Individual self	It is based on interaction with others;	
Collective self	It assumes that the self is different from others;	(Seidikides și Brewer, 2001)
Stable self	It involves forming identifications within groups;	
Institutional self	It is determined by the continuity and coherence of attitudes;	(Iluț, 2001)
Spontaneous self	It is based on group norms, standards, and social goals;	

Interdependent self	It is driven by momentary needs and impulses;	(Turner apud Iluț, 2001)
Independent self	It is based on social relationships;	
Intimate self	It is centered around individual characteristics;	(Chelcea, 2006)
Public self	It is based on weaknesses and personal needs;	
Actual self	It is the image presented to others;	(Abric, 2002)
Ideal self	It represents the current image;	
Desired self	It is what a person wants to be;	
The self in contemporary society	It is what is expected by others;	(Chelcea, 2006)
Global self	It is ambiguous. Socio-economic and cultural changes (globalization, social mobility, communication alternatives through social networks, mobile phones) all lead to more superficial interpersonal relationships due to the proliferation of interpersonal contacts.	(Baumeister by Modrea, 2006)

Table 3. Typologies of the self from various authors.

The self is seen as an integral part of identity. It is perceived as a subcomponent of identity, and throughout life, there is a continuous process of defining and redefining the self, with significant moments in our lives serving as focal points: entering high school, college, parting with loved ones, marriage, and others.

According to Iluț (2001), the self is interpreted as an album that portrays both the image of one's own person and the sum of beliefs and emotions.

Different typologies of the self identified by various authors are summarized in the
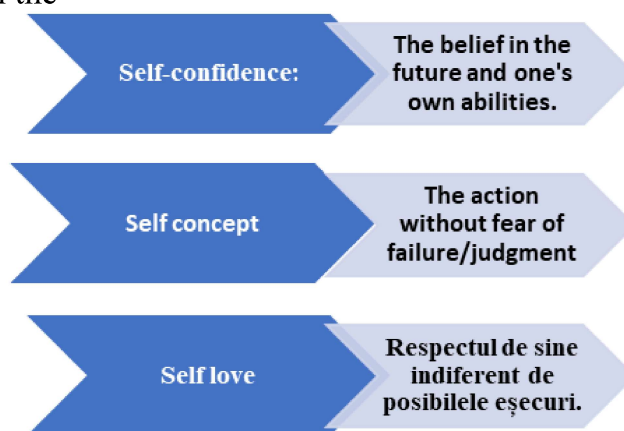

Figure 1. Basic Components of Self-Esteem

There is a classification of self-esteem (see figure 1): the first is the global one (performance self-esteem, social self-esteem and physical self-esteem). Thus, the self as a whole (global self-esteem) evaluates

the personality as a whole, and the evaluation of physical appearance, popularity, scholastic or professional competence, the quality of fulfilled roles represents specific self-esteem. (Heatherton and Vohs, 2000).

In adolescents, global self-esteem is accompanied by the feeling of success experienced in a field and enriches the person with optimism and creates efficacy, an increased level of motivation and an ideal self-image. (Higgins by Sică, 2009). Barometric self-esteem is the image of the self at a given moment, depending on the circumstances, and reference self-esteem is the long-term image, based on the evolutionary history of the individual (by Santrock, 1996).
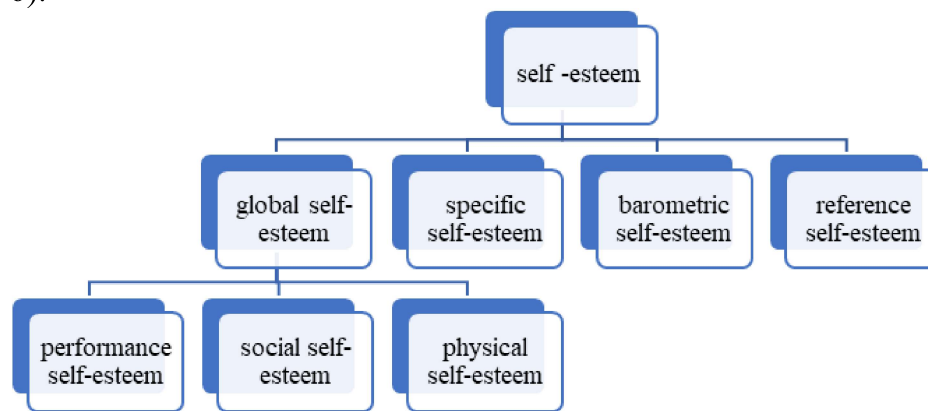

Figure 2. Types of Self-esteem

During the preadolescent phase, self-esteem tends to decrease due to biological and hormonal changes. Physical appearance becomes a frequent source of devaluation. Adolescence is marked by fluctuating levels of self-esteem and the adoption of different attitudes and styles until it stabilizes in youth and adulthood.

Adolescents may conform to or deviate from their peer group. Harwood (2010) identified the development and internalization of consciousness as internal levels that manifest through the control of behavior, including the assimilation of values, roles, and attitudes beyond the family. It is widely believed that the level of self-esteem acquired during childhood determines the level of satisfaction in adult life. Low self-esteem in teenagers can be attributed to pubertal changes such as height (being too short or too tall), uneven body parts (face, breasts, nose, ears, fingers) and hormonal disorders (acne, excessive sweating, leg). Smell, flushing, weight gain, hair loss). The data mentioned above was obtained through research conducted in the fields of psychology and social work, with an emphasis on teenagers as the target demographic.

Strategies to boost motivation

An instructional design based on a series of motivational strategies that focus on developing and improving the capacities of adolescent students to participate in educational activities.

The means by which these activities are used include a variety of methods. The methods used throughout the different stages of educational instruction show significant differences.

The effectiveness of an app depends on both the teaching style of the teacher and the circumstances of the lesson.

Practical application of the lesson requires a customized approach that depends on the intended use. The same strategy can be implemented, but the execution can differ depending on the objective, so introducing intervening variables can lead to different results. (Todean-Muste, 2011)

Teachers can benefit a lot from knowing these specific ways, because they can offer the necessary support to students by using innovative and exciting work methods with the aim of sustainable cognitive acquisitions, achieved with low energy consumption and high efficiency.

The evaluation of the motivational level is a complex phenomenon, intended to engage the teaching staff in a laborious project of detecting the strengths and shortcomings of the instructional-educational act carried out in the classroom

The teacher's role in controlling and directing the motivational system related to learning activities is undeniably challenging. Despite the abundance of theories on the subject, student motivation remains an artistic skill that relies on the mastery and didactic expertise of the teacher.

Fortunately, we can use the theoretical models presented to provide suggestions that can guide teachers, regardless of their area of expertise.

Many teachers criticize and attribute to students the lack of effort and motivation in the learning process. However, any teacher who wants to cultivate a stimulating learning environment must first examine their own motivation and evaluate how they execute their teaching and assessment methods.

The level of competence of the instructor, the degree of involvement in the educational process and the passion with which he carries out his

profession significantly influence the motivational dynamics of the students.

A teacher's lack of enthusiasm is as damaging as their lack of skill. Some teachers do not show interest in their occupation, which can be explained in the current sociocultural context, and this phenomenon "their lack of motivation as teachers" can be the source for the lack of motivation of students.

Learning is especially vital for teenagers and adults who can lose touch with new information and become functionally illiterate. For effective development in society it is fundamental to learn continuously throughout life. This dynamic of knowing is an essential part of personal growth.

The European Union average of adults in lifelong learning is between 8.9% with targets of 15% in 2020, and in Romania in 2013 there was a low participation of adults in learning, about 2% (the target of Romania 2020, being 15%).

D. David (2015) presented in the Psychology of the Romanian People, the following data, which revealed that parents with secondary education tend to raise children with lower levels of intellect. A further analysis of the results obtained by Tellen and Laros/Iliescu (2012), which examined the trend in various cultures and countries, demonstrated that in Romania, the intellectual potential gap between children whose parents are unskilled workers (d=2) and those whose parents are professionals (d=1.2) is significant, the size of the effect favoring parents with higher qualifications.

It is known that intellectual potential has an important genetic component, the results show that the activation of this potential depends on cultural, genetic factors. D. David (2015) adopted as a vision a combination along the constructivist lines of Feuerstein (2000) and Vygotsky (1978), "place here too for cultural programs to activate the existing intellectual potential."

Controlling and directing the motivational system specific to learning activities
Understanding and controlling the motivational system within learning activities represent significant challenges for educators. There are several recent theories and approaches in the field of learning motivation, which bring new perspectives and understandings in this regard.

An important aspect in understanding learning motivation is to recognize its main characteristics. Learning motivation is considered a dynamic concept, which means that it can vary over time and in different contexts. Context also plays a critical role in learning motivation, as it can influence a student's level of interest and engagement in a particular activity.

Also, the motivation of learning is closely related to the goals of the activity. Students are more likely to be motivated when they see the relevance and importance of learning to achieving personal or professional goals. Therefore, clarifying goals and linking them to learning activities can boost student motivation.

Another relevant aspect in understanding learning motivation is the use of explanatory metaphors to model essential meanings. Metaphors can help students understand and integrate information in an easier and more meaningful way. By using metaphors, educators can create stronger connections between the content being learned and students' prior experiences and knowledge.

It is important that educators focus on providing informative feedback and provide diversity in action patterns. Clear and specific feedback can help students understand their progress and improve their performance. Also, diversifying the way information is presented and activities are conducted can keep students interested and engaged in the learning process.

Awareness and justification of behavioral consequences, the use of rewards and constraints, as well as creating a non-stressful psychosocial climate, are other important aspects in controlling and directing the motivational system. Students need to understand the consequences of their actions and be motivated to achieve their goals. Additionally, a positive learning climate that promotes support and mutual respect can stimulate students' motivation.

Several explanatory metaphors mentioned (Middleton and Perks, 2014, pp. 4-5) are:

The "Pathway" metaphor: Learning and motivation are seen as a pathway that students navigate. The clarity of the path, the obstacles encountered, and the rewards along the way can influence their motivation and progress.

The "Journey" metaphor: Education is compared to a journey, with each step representing a learning experience. Motivation acts as the

fuel that propels students forward on their journey, and the destination represents their ultimate goals.

The "Garden" metaphor: Learning is likened to tending a garden. Students' motivation and effort are the seeds that they sow, and their achievements are the blossoming flowers. It emphasizes the importance of nurturing motivation and providing the right conditions for growth.

The "Puzzle" metaphor: Education is compared to solving a puzzle. Each piece of knowledge or skill acquired contributes to completing the puzzle. Motivation serves as the drive to find and place each piece correctly, leading to the sense of accomplishment when the puzzle is solved.

These metaphors help explain and visualize the complex relationship between motivation, learning, and achieving goals in a more relatable and understandable way.

Metaphors	Results
"gas boiler" or "gap in search of energy"	it highlights the tension and variability of internal needs and states.
"gardens" the metaphor found in nature	dependent on the variability of external factors and variables
the "natural course of water", which circulates cyclically in nature	it represents the stable relationship between students, teachers and curriculum content.

Table 4. Middleton & Perks Explanatory metaphors, 2014

A simple and descriptive perspective of approaching and understanding the motivational mechanism can be represented in the form of quadrants, as presented in Frayer's model (Buehl, 2001). They illustrate the stages of organizing the didactic presentation of the motivation problem.

There are multiple alternative theories and definitions of the concept of learning motivation (Middleton and Perks, 2014, p. 3):

- Motivation as an individual impulse

- Motivation in response to the environment

- Motivation as a dynamic system

- Motivation as a polymorphic reality, hierarchical or random, perceived or hidden, observable or

> difficult to measure, etc.Una dintre cele mai dificile probleme practice este înțelegerea și calitatea motivației în clasă, fie la elevi, fie la studenți sau în grupurile de lucru.

The dynamics in the evolution of the meanings of motivation in the classroom derives from the variety of alternative theories and definitions of the concept.

Motivation as individual drive: This perspective emphasizes individual motives and needs that lead to action and engagement in learning. Students are motivated by the desire to satisfy their personal needs to achieve certain individual goals and aspirations.

Motivation in response to the environment: This perspective focuses on the external influences that determine students' level of motivation. Environmental factors such as academic demands, teaching methods, feedback and support from teachers and peers can influence student motivation.

Motivation as a dynamic system: This perspective highlights that motivation is a complex and interconnected system. Motivation can vary according to interactions between internal factors (such as individual needs, interests, and values) and external factors (such as task demands and characteristics of the learning environment).

Motivation as a polymorphic reality: This perspective emphasizes that motivation can be diverse and can be experienced in different ways by students. Motivation may be perceived or hidden, measurable or difficult to measure, and may be influenced by a variety of individual and contextual factors.

The most difficult practical problem is to understand the nature and quality of motivation in the classroom, whether in pupils, students or work groups. To explore these issues, methodological and exploratory benchmarks can be used, such as:

Observation: Identifying students in the class who show motivation or demotivation.

Action Set: Analyzing student behavior to assess whether they are motivated or unmotivated.

Assessing motivation: Identifying factors that contribute to the perception of motivation or demotivation among students.

Similarities and differences: Identifying similarities and differences in student motivation in the classroom.

Defining motivation: Developing a definition of motivation based on the observations and opinions previously expressed. These methodological and exploratory approaches can help educators better understand learning motivation and to develop.

The effectiveness of the motivational system depends on the observance of some elements and practical rules in the learning and training process.

These can be codified in the form of action rules and processes. Here are some of those items:

1. Setting a clear priority goal and delimiting it within the actions undertaken. The goal and the motive have a strong connection in the learning process, and the intention to learn has a strong motivational value.

2. Progressive establishment of goals, starting with the closest ones and continuing with the more distant ones.

3. Individualization of goal setting based on the personality of each school community, including each student, taking into account their individual interests and positive attitudes towards a specific domain.

4. Appreciating students' progress in positive terms, emphasizing their achievements and growth.

5. Using competition cautiously and primarily in the context of stimulating cooperation.

6. Acknowledging students' progress in achieving learning objectives and evoking a sense of accomplishment, especially after significant stages of the learning process.

7. Avoiding excessive pressure or excessively high external standards imposed in order to achieve objectives at all costs. Such pressures can generate resistance, stress, and dissatisfaction.

8. To increase the involvement of these norms in the behavior of teachers and students, an action program based on operational objectives is proposed, focusing on stimulating curiosity. This program includes:

9. Planning a series of lessons or a chapter within a continuous teaching unit or complex themes. The nature of the tasks, the method of execution, the pursued objectives, and the evaluation methods are specified.

10. Emphasizing independent work and individualizing activities to differentiate the study topics based on difficulty and short- and long-term objectives.

11. Using positive feedback to enable educators to understand and control students' cognitive and relational processes.

12. Creating additional motivation through emulation and collaboration, facilitating the development of self-direction and self-formation desires.

13. Creatively applying the technique of interrupted or unfinished actions, which maintains a favorable state of tension for the desire to continue an action.

14. Optimally dosing information to stimulate students' curiosity, allowing them to independently seek satisfaction for their curiosity from school and non-school sources. There is a functional relationship between the informational level and the level of curiosity, and flexibility regarding information can vary at different rhythms.

15. Avoiding the presentation of extreme novelty or excessive complexity that exceeds the students' level of intellectual development, to avoid cognitive blockages and inefficient consumption of time and effort.

16. Using the enriched task procedure, which allows students to bring personal experiences or information from other sources into the learning objectives. This enhances a favorable attitude towards studying, responsibility, and active autonomy in assessing progress.

17. Arranging the learning material in forms that generate dissonances or inconsistencies, so that students are led to perceive and correct them, restoring balance and coherence. This involves organizing new, unpredictable, and complex stimuli.

18. Promoting directed cognitive activities by indicating bibliographic sources and through discussions with relevant personalities, which facilitate the exploration of processes and problem-solving.

19. Creating a psychosocial climate that facilitates the strategy of "managing motivational energies" through group interactions and the need for an optimal approach to motivation.

The incorporation of certain elements and strategies can significantly increase the effectiveness of the motivational system during the learning and training process. These tools aim to stimulate student engagement and lead to the achievement of their goals. Moreover, their implementation can exert a substantial influence on students' daily routines and habits.

A healthy and balanced lifestyle can be maintained by an effective motivational system within the educational process. When students are motivated and engaged in learning, they are more inclined to be open and willing to receive new perspectives and opportunities. As a result, their daily decisions regarding nutrition, physical activity, social relationships and stress management can be positively affected.

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