

Impact of Motivation and Temperament in Pre-School and School Setting. A Narrative Review

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Abstract

Motivation and temperament are integral determinants of a child's learning journey and social adaptation in early educational settings. This paper examines how intrinsic and extrinsic motivational factors influence engagement, curiosity, and academic outcomes, while also exploring the diverse temperamental profiles, peer interactions, and propensity for leadership that children exhibit. The unique interplay between motivation and temperament has profound implications for classroom dynamics, peer interactions, and the cultivation of foundational leadership traits. Recognizing and harnessing these influences can optimize individual learning experiences, fostering both academic growth and the development of essential life skills in young learners.

Keywords: *Motivation, Pre-School Setting, School Setting, Learning, Education, Leadership*

1. Introduction

During the early developmental stages of a child, the educational setting functions as a miniature representation of the broader society, facilitating the establishment of fundamental behavioral tendencies, learning strategies, and interpersonal dynamics. Motivation and temperament play pivotal roles in child development, acting as interconnected factors that substantially influence a child's attitude toward learning and social interaction. Motivation catalyzes a child's inclination to engage in exploration, learning, and active involvement, while temperament governs their inherent behavioral reactions and social interactions (Gkintoni et al., 2021c).

Individuals endeavor to comprehend the underlying mechanisms by which diverse actions are executed in daily existence, irrespective of whether they were not the subject of deliberate contemplation or did not align with individuals' anticipated intentions. An inherent motivation exists behind the execution of various actions, leading to a perpetual inquiry into the underlying reasons. Given the focus on the school context and the specific age range covered in this systematic review, it is crucial to comprehend the perceived significance of motivation concerning learning, education, and school activities (Gkintoni & Dimakos, 2022). In contemporary times, there is a noticeable decline in children's motivation to engage in learning activities. This trend is becoming more prevalent as the definition of motivation evolves, influenced by the pervasive presence of alternative external stimuli, such as social media. These stimuli contrast the conventional perspectives held by parents and teachers. Effectively educating parents is essential for guiding their children toward the appropriate path. The primary duty of the individuals in question is to facilitate children's active engagement, with a particular focus on fostering their self-assurance and, consequently, enhancing their self-worth. This, in turn, is expected to lead to

improvements in academic performance and success in various endeavors that pertain to the school community and overall life (Berhenke et al., 2011).

2. Literature Review

In Psychology, *motivation* can be defined as a behavioral phenomenon characterized by a specific objective, which is influenced by internal emotional states and innate drives, ultimately affecting said behavior. The concept of mood refers to an individual's emotional state or, in a broader sense, the subjective experience of affective disposition during a specific period. The affective state, characterized by either a positive or negative valence, fundamentally influences the conduct and achievement of individuals in a manner consistent with its nature. According to Baldwin (2022), the attainment of goals and the enhancement of skills are more likely to occur at elevated levels when individuals experience a positive mood and exhibit robust motivation, as opposed to a negative mood and comparatively lower motivation levels (Antonopoulou et al., 2021; Antonopoulou et al., 2022b).

Children's literature is a genre targeted explicitly toward young readers typically. The study of children's motivation is a fundamental domain within psychology. What are the factors that contribute to achieving success? What factors contribute to the differential responses of children in facing challenges, with some demonstrating resilience and perseverance while others exhibit failure and resignation? Motivation has been extensively examined concerning various outcomes related to learning, encompassing interest, enthusiasm, and expectations for achieving success in activities, as well as notable enhancements in performance, persistence, creativity, self-esteem, and overall well-being. Gaining insight into the cognitive and affective mechanisms that form the basis of children's motivation is of utmost importance for parents, educators, psychologists, and, by extension, children (Tzachrista et al., 2023).

In addition to motivation, it is imperative to comprehend the notion of mood, which encompasses emotions. Moods possess distinct intentions and purposes. However, the conceptual definition of the subject matter could benefit from greater clarity in its formulation and improved comprehensibility of its content. The concept under consideration is inherently subjective, as it is derived from the individual accounts provided by each person, which are expressed in various manners. When examining the viewpoint of Cognitive Psychology, it becomes evident that mood arises from analyzing emotion. Hence, the regulation and guidance of mood are contingent upon the cognitive processes that influence our forthcoming actions and emotions. While there is a consensus among scholars that mood and emotions exhibit a certain degree of interconnectedness, it is widely acknowledged that they are distinct phenomena.

However, academics propose that these terms be used interchangeably due to the challenge of distinguishing their minimal distinction. Within the educational process numerous studies conducted by educational psychologists' endeavor to establish a strong correlation between motivation and emotions (Gkintoni et al., 2017). One notable discovery regarding this association is derived from the scholarly investigations conducted by Moriña (2019) and Trigueros et al. (2020). These studies have determined that most students form robust emotional bonds with their educators (Gkintoni et al., 2023e). These finding underscores teachers' crucial role in fostering students' emotional well-being, motivation, and active participation within the educational setting (Gkintoni et al., 2021a).

Moreover, the educational context has been demonstrated to influence the development of students' motivations and emotions significantly. This particular context about the practice of live and online



teaching is substantiated by studies that elucidate this phenomenon. The results of these studies indicate that emotions can be influenced by the context in which they occur (Gkintoni et al., 2023d). Specifically, students who engaged in online tutoring reported experiencing elevated levels of anxiety and anger compared to those who received face-to-face tutoring. Conversely, a higher level of boredom was observed during live tutoring sessions. According to Butz et al. (2016), the individuals referred to as "students" are the subject of study. Daniels and Stupnisky (2012) suggest that these studies can serve as a catalyst or subsequent investigation for novel and contemporary research on the dynamics between motivation and emotions.

The concept of motivation in education needs a universally accepted definition. Consequently, many theories have been periodically formulated, each of which exerts its influence on the domain of education. One prominent theory that has garnered significant attention among educational researchers is that proposed by Houssave. According to this theory, motivation is the initial driving force behind behavior. Plato and Aristotle posited that motivation is intricately connected to physical and emotional "forces".

In contrast, Woolfolk posits that motivation is an intrinsic state that activates, guides, and sustains behavior. Brophy (Year) defined *motivation* as a theoretical construct aimed at elucidating the underlying factors, purpose, and trajectory of human behavior, specifically addressing the question of "Why?" We engage in a particular activity. The definitions mentioned above predominantly highlight the constructive aspects of motivation, yet it is worth noting that negative manifestations are also prevalent. The negative arises when the intensity of fear surpasses the anticipation of potential failure in achieving the desired outcome. Nevertheless, this apprehension can serve as a compelling incentive concerning matters of survival and future pursuits (Valarmathie Gopalan et al., 2017).

According to scholarly literature, numerous theoretical frameworks have been formulated within the psychology discipline to comprehend and interpret human motivations. One prevailing theory posits that motivation arises from biological or genetic programming, resulting in a universal motivation shared by all individuals. The differentiation between internal and external motivations is crucial in understanding the driving forces behind human behavior. The choice between these two types of motivations significantly influences the resulting actions exhibited by individuals. The following section will discuss various theories with potential applications, particularly in education (Giannoulis et al., 2022b). These theories include the intrinsic and extrinsic motivation theory, the self-determination theory (SDT), the social cognitive theory, the ARCS model, and the theory of expectations (Valarmathie Gopalan et al., 2017).

One of the primary theories under consideration is the Intrinsic and Extrinsic Motivation Theory. Following the theoretical framework of intrinsic motivation, an individual engages in an activity driven by personal satisfaction, devoid of any anticipation for external incentives. Curiosity and challenges are identified as significant motivators. In the realm of education, the maintenance of motivation necessitates the presence of solid determination and a favorable mindset. Hence, drawing from the framework of intrinsic motivation, individuals engage in actions to derive pleasure, amusement, and overall personal satisfaction from such activities (Gkintoni et al., 2023c). This occurs without any inherent inclination to perform desired actions under stressful circumstances or external pressures and without the anticipation of receiving any external rewards (Valarmathie Gopalan et al., 2017).

Self-determination theory is a widely recognized theoretical framework concerning motivation. At the core of this theoretical framework lies the notion that individuals possess an innate psychological imperative and inclination to drive their actions and exercise autonomy, wherein decisions are made

independently of external factors and diversions. Fundamentally, a child must possess self-assurance and be granted autonomy to bolster their performance and motivation to reach a heightened level, contingent upon receiving suitable guidance from the educator (Gkintoni et al., 2022b). The primary objective of the students is to focus on internal objectives to attain optimal academic performance while minimizing the impact of external factors that may distract or confuse the student (Valarmathie Gopalan et al., 2017).

Social cognitive theory is applied in psychology and education, as originally formulated by Albert Bandura. The central tenet of this theory is grounded in examining social interactions, positing that acquiring knowledge and assimilating rules and strategies for navigating diverse situations transpire via interpersonal imitation. In essence, the individual endeavors to assimilate novel behaviors through passive observation and active engagement in their execution. The manifestation of behavior is contingent upon either punishment or reward for the observed behavior (Valarmathie Gopalan et al., 2017).

The ARCS model is a theory that is regarded as captivating. The nomenclature of this particular model is derived from the acronym ARCS, which stands for Attention, Relevance, Confidence, and Satisfaction. The model mentioned above is widely observed within the field of education, as it represents an approach aimed at addressing the challenges that emerge in the learning process due to diminished student motivation. The model's representative, Keller, posited that students' motivation can be differentiated by the four constituent elements comprising the model's nomenclature. The fundamental factors for cultivating students' motivation and improving learning are attention, relevance, trust, and satisfaction. This specific model has gained widespread acceptance among educational psychologists due to its ability to address and challenge behaviorism and cognitive approaches in educational design (Halkiopoulos et al., 2021a). These traditional approaches place significant emphasis on external stimuli while disregarding and neglecting students' intrinsic motivations (Keller & Kopp, 1987).

The central focus of these theories revolves around the role of motivation in facilitating learning processes. The acquisition of knowledge and skills is a multifaceted and intricate endeavor that necessitates specific and directed instruction to attain the desired outcome successfully. Nevertheless, when the learning and school context is eliminated, these theories can still be employed to address the challenges encountered in daily life.

Motivation and temperament are integral factors that significantly influence a child's behavior, learning processes, and social interactions during their developmental stages (Gkintoni et al., 2022a). A comprehensive comprehension of these factors is imperative for attaining academic success and cultivating leadership attributes within the dynamic contexts of preschool and school environments. Moreover, motivation catalyzes a child's inclination to acquire knowledge, actively partake in activities, and effectively interact with their surroundings. In many instances, intrinsic motivation, which arises from authentic interest and personal satisfaction, frequently results in enhanced comprehension and enduring educational achievements (Gkintoni et al., 2023a). Conversely, extrinsic motivation, derived from external incentives or pressures, can prove advantageous in achieving short-term objectives, yet it may not cultivate a lasting passion for acquiring knowledge. In educational environments such as preschools and schools, cultivating intrinsic motivation by facilitating autonomy, mastery, and purpose can cultivate proactive learners who exhibit enthusiasm, curiosity, and a heightened willingness to confront obstacles. The above characteristics are fundamental for aspiring leaders with intrinsic motivation and intense enthusiasm (Antonopoulou et al., 2019; Antonopoulou et al., 2020; Antonopoulou et al., 2021a; Antonopoulou et al., 2021b).

Moreover, temperament pertains to variations in individuals' behavioral styles, emotions, and habitual response patterns. Children with easy temperaments rapidly adjust to school routines and effortlessly engage in social interactions. In contrast, children with more challenging temperaments may require customized strategies to navigate these domains effectively. The recognition and appreciation of these differences is of paramount importance. For example, children who exhibit introverted tendencies may perform exceptionally in tasks requiring independent work or participation in small-group settings (Halkiopoulos et al., 2023b).

In contrast, their extroverted counterparts may flourish in collaborative projects or group discussions. Educators can establish an environment that fosters inclusivity and acknowledges a range of temperaments, promoting recognition and value among all children. This approach is a foundation for cultivating confidence, recognized as a crucial attribute of ineffective leadership.

Furthermore, leadership in children encompasses more than mere assertiveness or assuming control. The subject matter pertains to empathy, resilience, responsibility, and initiative. Educators possess the ability to cultivate a sense of purpose and motivation in students through the recognition and nurturing of their intrinsic drive. Concurrently, the comprehension of temperament empowers educators to strategically assign students roles that capitalize on their distinctive strengths and facilitate their leadership abilities (Antonopoulou et al., 2023). For example, a child who demonstrates strong organizational skills and attention to detail may exhibit exceptional performance as a project planner (Gkintoni et al., 2016).

Similarly, a peer with high empathy may possess valuable abilities in resolving conflicts within a group setting. The interaction between motivation and temperament in early childhood and educational environments is significant (Giannoulis et al., 2022a). By embracing and harnessing these components, educators have the potential to foster not only students who excel academically but also the forthcoming cohort of leaders who possess a wide range of perspectives, empathy, and the ability to make a significant impact.

In order to ensure coherence and promote critical thinking in the context of the subject mentioned above, it is imperative to pose a series of inquiries within the scope of this present systematic review. [RQ1] How does motivation impact the school climate and academic achievement of children in preschool, primary school, and adolescence? [RQ2] To what extent do games and creative activities, encompassing traditional, electronic, sports, and artistic pursuits, influence the motivation and mood of individuals in the preschool, school, and adolescent age groups? [RQ3] How does the teacher influence intrinsic motivation, student disposition, and school climate? [RQ4] Can the motivation and temperament of preschool and school-age children contribute to the development of a future generation of diverse, empathetic, and influential leaders?

3. Methodology

The systematic review was conducted following the PRISMA reporting guidelines for systematic reviews. The studies that were chosen for analysis comprised two distinct thematic categories. The initial category pertains to mood, explicitly focusing on the factors that impact mood within the educational setting and other school-related activities. The second category pertains to motivation, explicitly examining its impact on students and the factors influencing motivation. The twelve articles included in this study were published from January 2010 to January 2023.

Additionally, it is noteworthy that none of the selected studies received any funding. However, we excluded certain studies from our systematic review as external sources funded them. The age range of the children included in the surveys ranged from 36 months to 18 years. This range was chosen to investigate motivation and disposition towards education within the preschool, school, and adolescent age categories. Establishing the criteria for including or excluding studies in a systematic review is crucial to the research process. Consequently, the criteria utilized to determine the inclusion of articles in the study encompassed the following.

1. Articles written exclusively in the English language,
2. Articles that were pertinent to the study's focus, specifically the examination of disposition and motivation concerning education,
3. Articles that encompassed the age range from preschool to adolescence and
4. Articles that were published in reputable scientific journals.

The exclusion criteria employed scientific articles encompassed the following:

- The omission of articles about the COVID-19 virus.
- The exclusion of individuals aged 18 and above.
- The exclusion of articles published prior to the year 2010.

Selecting studies for inclusion in our final analysis involved conducting comprehensive searches for complete texts. Studies that did not meet our predetermined criteria and failed to provide relevant information about the research question and objective were excluded from our analysis. The utilized keywords encompassed the concepts of 'mood', 'motivation', 'mood and motivation', 'school', 'physical education', 'games', 'school games', and 'traditional games'. The conjunction 'and' was employed instead of 'or' to signify combining and including the concepts we intend to investigate. The articles underwent an initial screening process based on their titles, specifically including the terms 'mood and motivation'. Those articles whose titles did not align with the purpose of our systematic review were excluded. Furthermore, it is essential to note that no direct correspondence was established with the authors of the articles mentioned above, thus rendering the conclusions drawn from our analysis solely reliant on subjective evaluation.

Furthermore, it was noted that there was considerable variation in the sample sizes across different surveys. Specifically, one survey had a notably large sample size of 1,417 participants, while another had a considerably smaller sample size of 83 participants. In the conducted experiments, it was observed that females exhibited a higher performance level than males. This observation indicates a greater inclination among girls to engage in cooperative experimentation. However, it is essential to note that this hypothesis may lack validity and require further investigation. Indeed, specific inquiries involved the active participation of parents and teachers of the children, who were requested to complete questionnaires provided by the researchers. In the majority of scientific articles, it was observed that the primary focus was on descriptive analysis of the data and correlation analysis. Additionally, the prevailing types of research conducted were quantitative and involved comparative analysis.

Our shared objective was to identify the scientific articles that best addressed our research query comprehensively. Considering this, we have identified a selection of articles pertaining to the game's subject matter. Our compilation encompasses articles that explore both traditional and electronic games. In addition, we conducted a literature review on gymnastics and the artistic endeavors of children in the

preschool, primary, and adolescent age groups. Articles featuring individuals with behavioral and emotional difficulties and disruptive behaviors were included to ensure comprehensive coverage in our systematic review.

Twelve scholarly articles were chosen for this study, focusing on the motivation and disposition of students in primary and secondary education. Out of these twelve articles, nine specifically address the topic of student motivation, while five specifically examine student disposition. Additionally, two of the selected articles discuss both student motivation and disposition. The existing body of research examines the various factors that influence the motivation levels of students ranging from 3 to 18 years of age. Further, it explores the subsequent impact of these factors on their academic performance within the school setting.

Conversely, mood articles exclusively focus on the determinants that influence children's emotional state between the ages of 5 and 12. The results that will be presented shall be subjected to analysis in three distinct phases. Initially, this paper will present the research findings that pertain solely to the construct of motivation. This paper will present an overview of the research conducted on disposition and the articles that discuss both topics.

4. Results

Motivation

Two studies present the influence of incentives on children's participation in sports activities and students' mental health. More specifically, in 2020, Farmer et al. compared the role played by intrinsic and controlled/extrinsic motivation (according to self-determination theory) on physical activity and the emotional state of students (n=87) aged 8-12 years. The study aimed to compare intrinsic and extrinsic motivation for sports activities, whether they are associated with lower rates of emotional and behavioral difficulties, and whether they are associated with higher rates of physical activity. The results showed that intrinsic motivation positively affects children's mental health and significantly increases physical activity. Furthermore, they showed that sports activities that promote intrinsic motivation are more effective in improving children's emotional state than sports activities that aim to promote mainly controlled motivations.

Researchers Antonio Granero-Gallegos and colleagues 2019 reported on the influence of motivation, teaching skills, and basic psychological needs on students' disruptive behaviors (n=758) aged 13-18 years participating in physics class lawsuits. During the physical education lesson, the percentages of intrinsic motivation were higher, while the percentages of motivation were lower. Furthermore, the researchers discovered a significant favorable influence between teaching skill and intrinsic motivation, extrinsic and autonomy, and intrinsic and extrinsic motivation. On the other hand, it was revealed that disruptive behaviors, when related to the other dimensions, produced negative results, while motivations had positive correlations. This fact emphasizes the high statistical correlations between teaching skills and intrinsic motivation. Finally, students who are highly motivated for themselves and their potential are likelier not to show behaviors that refer to irresponsibility and low commitment.

Other researchers have dealt with the factors influencing students' motivation concerning school performance. Ela Sumeyye Secim initially, in 2022, studied the relationship between the reading motivation of preschool children (36-72 months) and the educational level of their family environment. In particular, he studied the role played by the mother's educational level in the children's motivation

for their school obligations. Secim found that a family's literacy rate affects children's reading motivation. Also, an essential factor that affects their motivation is the educational level of their mother, while mothers with a high educational level increase the literacy rates of the family's children.

Keyun Zhao et al. studied, in research published in early 2023, the role of the teacher and learning adaptability in the school climate and achievement motivation of children (n=1,417) aged 9 to 17 years who lived without their parents for at least six months. The researchers found that the learning adaptability of these children is a factor that can influence the school climate and their achievement motivation. Furthermore, they found that teachers' supportive attitude does not significantly affect the relationship between school climate and students' achievement motivation and between school climate and learning adjustment.

Vladimir Trajkovik et al., 2018, published a study titled: "Traditional Games in elementary school: Relationships of Personality Characteristics, motivation, and student experience with learning outcomes." In other words, the researchers tried to integrate traditional games into the learning routine of students (n=102) attending primary school (age: 7-12 years) and whether these games change personality, motivation, and children's experiences concerning their school performance. The results showed that the student's internal and external motivations directly affected their performance in learning processes. Furthermore, the correlation between two dimensions, the children's personality, and motivation, revealed that more introverted students might acquire a slightly increased motivation and are allowed to "open up" during the game to the specific environments requiring a cooperative spirit. Finally, the results showed that the inclusion of traditional games during the educational process is helpful in learning performance, students' motivation and commitment, and the relationships they develop with their teachers and classmates.

Queila Pereira Antunes et al. 2022 published a study that sampled teenagers (n=124) attending high school (aged 11 to 14). In the study, they tried to investigate the correlation between adolescent students' behavior and learning motivation depending on their gender, age, and level of achievement in educational processes. The researchers used two questionnaires to conduct the study. In particular, the Difficulties and Strengths Questionnaire (SDQ), which was already in use internationally, the Learning Motivation Rating Scale, and a participant characterization questionnaire were used. It is, therefore, understood that the data was gathered from the above questionnaires, which the teenage students completed. Results indicated that participants with higher-quality motivations had average scores on SDQ behavior problems. In contrast, participants predisposed to more extrinsic motivations showed less average results on problems involving their peer relationships. In addition, students' learning motivations did not show any differentiation concerning their age and grade performance in school subjects.

In addition to studying the factors influencing motivation, some researchers emphasized other dimensions. In particular 2021, Ling Wang et al.'s research on regulatory focus and motivation of adolescents (n=418, age: 15-18) in relation to their creativity was published. In particular, the research aimed to study the correlation between creativity and regulatory focus combined with intrinsic and extrinsic motivation. Regulatory focus theory states how individuals achieve their goals using self-regulation. Regulatory focus is divided into two categories: promotion focus and prevention focus. A promotion focusses manifests an inclination toward ambition, self-actualization, and hope, while a prevention focus manifests an inclination toward responsibility and security. The results showed that promotion and prevention focus positively relate to intrinsic motivation. Furthermore, intrinsic motivation is positively related to creativity and extrinsic motivation. Finally, the results reveal that intrinsic motivation mediates between promotion focus and creativity.



As previously stated, scholarly articles on mood delve into the various factors that can potentially influence children's emotional states. In their study, Owens et al. (2010) examined the impact of a delayed school start on children's emotional well-being, behavioral patterns, and sleep quality. The researchers directed their attention toward the general populace. The study included 201 participants whose ages ranged from 15 to 18 years. The study's objective was to investigate the impact of a 30-minute delay on the educational process within a school setting. The findings indicated a significant reduction in both fatigue and depressed mood. Additionally, the students expressed that their motivation and inclination to participate in class had improved.

A study by Alexandro Andrade et al. 2018 examined the impact of electronic games, specifically exergames, on the mood and self-esteem of children. The study included 213 boys and girls attending a primary school, with the games incorporated into their physical education lessons. The age range of the individuals varied between 7 and 11 years. The research methodology involved a comparative analysis of the outcomes obtained from implementing exergames as an instructional tool, in contrast to the outcomes achieved through traditional teaching methods that did not incorporate games. The study's findings indicate that using exergames led to favorable improvements in the mood and self-esteem of both male and female participants. It is worth noting that girls exhibited a greater propensity for experiencing positive effects when engaging with electronic games than boys.

In 2021, a study was published by Jennifer E. Drake, focusing on the central research topic of mood. The researcher endeavored to investigate the impact of utilizing drawing as a means of distraction on the emotional well-being of children. The present study encompassed a sample of 130 children, comprising both males and females, with ages ranging from 6 to 12 years. The researcher established two objectives. Initially, the researcher investigated the impact of painting on the emotional well-being of children, examining the influence of their imagination, engagement, pleasure, and perceptual abilities in this phenomenon.

Furthermore, he pondered whether children engage in mindless drawing as a distraction when experiencing sadness. The study's findings indicate that painting can effectively serve as a means of diverting children's attention away from negative emotions. It is noteworthy to mention that mood enhancement benefits were found to be more pronounced among younger children than their older counterparts. The findings generally indicate that generating fictional or real scenarios leads to more excellent mood enhancement.

Motivation and Mood

A research article titled "The influence of reminders on children's cognitive flexibility, intrinsic motivation, and mood is contingent upon the provider of the reminders" was published in a scientific journal in 2015 by Li Qu and Jing Y Ong, esteemed researchers based in Singapore. The study's objective was to examine the influence of an individual's observations on preschool children's cognitive flexibility, intrinsic motivation, and mood (n=83). Both male and female children who were five years old participated in the study. The findings indicated that the performance of individuals was influenced by the source of the reminders they received. Moreover, the researchers demonstrated that providing alternative solutions to the challenges children encounter can substantially impact their cognitive flexibility, intrinsic motivation, and mood. Moreover, a noteworthy correlation was observed among mood, intrinsic motivation, and cognitive flexibility. These findings' significance lies in their valuable insights into enhancing children's cognitive flexibility both within controlled laboratory settings and in real-world contexts.



A scholarly publication titled "The State of Mood, Motivation, and Impulsivity in Students Engaged in a Youth School Game" was released in 2021, authored by Karla Medeiros Costa et al. The objective of this study is to examine the mood, motivation, and impulsivity levels of students who took part in youth games within the school vicinity, and to analyze and compare these data based on their gender. The study sample comprised 147 students, ranging in age from 12 to 17, who actively took part in school competitions. The findings expressly indicated that female students exhibited elevated levels of impulsivity, anger, depression, confusion, and fatigue. Additionally, the researchers demonstrated that male students exhibited a higher degree of motivation stemming from external factors compared to their female counterparts. The condition mentioned above suggests that students are keenly interested in engaging in competitive activities, seeking recognition, and pursuing the rewards of achieving victory. The findings potentially reflect Brazilian social and cultural stereotypes, which prescribe a gender role for men that emphasizes heightened competitiveness compared to women and the constant need to assert and reaffirm their superiority.

5. Discussion

In brief, the findings of this systematic review offer conclusive evidence that motivation and mood significantly impact student's academic achievement, encompassing both their educational attainment and overall engagement within the school environment (Antonopoulou et al., 2022a). The prevailing categorizations most commonly ascribed to motivation research are intrinsic and extrinsic. Furthermore, it was noted that the student's behavior was influenced by the specific motivation that possessed him. The above data derived from surveys conducted with the thematic reference center motivations indicates a discernible correlation between internal/endogenous motivations and the positive impact on student's mental well-being. They positively impact various aspects and situations within educational settings, including teaching abilities, learning performance, expected conduct, promotion-oriented mindset, and creativity (Tzachrista et al., 2023).

Conversely, external incentives engender an adverse association with typical conduct in situations involving student-student and teacher-student cooperation and in terms of suboptimal learning outcomes. In addition to the influence of internal and external motivation on student behavior, various other forms of motivation exert a notable impact. According to research findings, there is evidence to suggest that the educational background of parents and the overall literacy rate within the family setting impact children's inclination toward reading. Furthermore, the motivation of students varies depending on their gender, as research has indicated that boys tend to exhibit higher levels of motivation compared to girls. Nevertheless, the favorable disposition of teachers does not significantly impact the association between the school's overall atmosphere and the student's motivation to achieve academic success (Sortwell et al., 2023).

The researchers affiliated with the Mood Reference Center have significantly contributed to the subject matter's study. Firstly, it is essential to note that the term "disposition" lacks a distinctive property that categorizes it as either positive or negative, unlike motivations, which can be categorized as internal or external. Additionally, it is noteworthy to mention that motivation and Mood exhibit a reciprocal relationship. The research of interest focuses on three specific cases that influence students' emotional states (Gkintoni et al., 2021b). The initial condition investigates the impact of a thirty-minute delay in the commencement of classes on students' Mood and class-related appetite. It was observed that the experience of fatigue and depressive Mood was diminished compared to the scenario where classes

began promptly. This discovery is noteworthy and indicative of commonplace experiences, given the inherent difficulty of waking up early, particularly during childhood. Therefore, altering the time of morning awakening impacts an individual's Mood, as even a mere half-hour increase in sleep can significantly influence their overall restfulness. Another noteworthy discovery pertains to the impact of gender-based video games on children's self-esteem, revealing that girls exhibited more significant levels of positive self-esteem. The final condition about the Mood emphasizes the influence of painting on its development. Indeed, irrespective of the nature of the children's drawings, be they imaginative or realistic, the act of drawing itself alleviates the children's negative emotions. Hence, it is imperative to inquire into the factors that influence our Mood, specifically whether it is predetermined or subject to adaptation based on individual needs (Halkiopoulos et al., 2021b; Halkiopoulos et al., 2022).

Additionally, this systematic review will provide a final discussion of the findings of two studies included in the analysis, which present evidence of the interplay between Mood and motivation. The initial discovery demonstrates an interaction between students' Mood, motivation (endogenous), and cognitive flexibility when encountering teaching problems. Additionally, some individuals offered reminders to children and assessed suitable incentives. In the final analysis, it is plausible that gender plays a prominent role in shaping one's temperament and drive. The most recent study examines the impact of gender on students' motivation, Mood, and impulsivity within the realm of school games and sports, revealing the influence of competitiveness on these variables. The primary observation indicated that girls exhibited higher levels of anger and depression in response to failure when motivated intrinsically, whereas boys were solely motivated by extrinsic factors (Gkintoni & Ortiz, 2023).

6. Conclusion

The complex interplay between motivation and temperament within early educational environments carries significant implications beyond mere academic achievements. During the formative years, characterized by swift cognitive and social progress, the groundwork for forthcoming leadership qualities is established. The phenomenon of intrinsic or extrinsic motivation has been identified as the underlying factor that influences a child's enthusiasm and engagement in activities, as well as their capacity for learning and leadership. Children who possess intrinsic motivation, driven by a genuine interest or a desire for achievement, are more inclined to proactively engage, demonstrate perseverance when confronted with obstacles, and display attributes such as responsibility and accountability.

On the other hand, temperament serves as the cognitive framework through which a child comprehends and engages with their surroundings. Although certain temperamental traits may inherently correspond with conventional leadership qualities, it is essential to recognize and cultivate the leadership potential present in every temperament. For example, a child who possesses introverted tendencies, characterized by a proclivity for introspection and keen observation, may demonstrate leadership qualities through strategic thinking or planning. Simultaneously, individuals who possess extroverted traits may assume positions that necessitate vocal advocacy or the mobilization of teams.

Educators, thus, assume a crucial role. By acknowledging the interconnectedness of motivation and temperament, educators can customize educational experiences to cultivate leadership qualities in all children, regardless of their temperament. As our comprehension expands, it becomes apparent that leadership is not a universally applicable characteristic but rather a collection of attributes that can be nurtured through various means in young individuals. By recognizing and utilizing the distinct combination of drive and disposition that each student possesses within the educational setting, we

establish the foundation for a forthcoming cohort of more comprehensive, flexible, and all-encompassing leaders.

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