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EXTENDED SUMMARY

1. INTRODUCTION

School failure and the early school leaving is the main problem of the Spanish educational system according to a National Statiscal Institute.
The last PISA study shows that a quarter of the students evaluated have not reached the basic educational level.

We consider important to realize research such as this one, since the motivation has an important impact on student learning: "Students with low performance tend to show less motivation and perseverance."(OCDE, 2016).

As we have seen in the model MOCSE (Quality Model of the Educational Situation) realized by Fernando Doménech Betoret (2018), there are multiple factors that influence the motivation of students. In addition, a study conducted by scientists from Columbia University (UBC) analyzed the presence of cortisol in students and teachers. The results suggest that stress may be transmitted from teachers to students (Oberle et al., 2014).

Based on the importance of motivation for learning and knowing that the teacher can be a cause of demotiation, we set out these OBJECTIVES:
1. On the one hand, the relationship between the biographical variable "years of experience" and the objective variable "studens' motivation perceived by the teachers" was examinate.
2. On the other hand causes influencing students motivation reported by teachers, were identified and categorized.

Of the first objective we deduce this hypothesis:
We predict a significant association between the variable "years of experience" of the teachers and the variable "student motivation".

2. RESEARCH METHOD

SAMPLE:
62 teachers of secondary education:
- 35.5% from private or subsidized schools and 64.5% from public schools.
- 46.8% women and 53.2% men.
We have decided split up the sample into 3 groups according to years of experience of teachers: 54.8% veterans (more than 15 years as a teacher), 29% experienced (6 to 15 years) and 16.1% novice (1 to 5 years).

MEASURE INSTRUMENT:
We have used an questionnaire with 8 items derived from the MOCSE model created by Dr. Fernando Doménech. For the present study we have based on:

- ITEM 1: "*In general terms, how are your students usually motivated to learn and work on the subjects that you teach at secondary education?* "

The answer is in the form of a Likert scale where 0 means "very unmotivated" and 10 "very motivated".

- ITEM 2: "*Name the 3 main factors, which in your opinion, contribute to the demotivation of ESO students?* "

Short answer.

For data analyses SPSS Statistics program was used on the one han on the one hand, calculation of measures of central tendency (means and standard deviations). On the other hand an Anova of 1 factor to compare the difference of the means of the novice, experienced and veteran teachers according to how they perceive their students as motivated.

Descriptive table to observe which are the causes of the demotivation of the students, perceived by the teachers, corresponding to item 2.

3. RESULTS

ITEM1:
If we look at the results of the means obtained from the perception of the motivation of the students according to each of the 3 groups of teachers (veteran, experienced and novice), we can see that the novice teachers have the perception that their students are more motivated in comparison with the opinion of veterans and experienced teachers, as we predicted in the initial hypothesis.

The analysis of the ANOVA of a factor allows us to compare several groups in a quantitative variable:
- The variable that defines the groups that we want to compare is called independent or factor, in this case "years of experience".
- The variable with which we want to compare the groups is the dependent variable, in this case "student motivation perceived by the teachers".

The quotient between the quadratic mean gives us the value of the F statistic, with his corresponding level of significance.

How the value of significance is 0,849, greater than 0.05, we can affirm that there is no significant difference between the means. Therefore, the initial hypothesis is rejected.

ITEM 2:
The main causes of demotivation of the students in which coincided three groups of teachers are:
- Environment
- lack of attention, effort, study habit and lack of future goals (possibly derived from desmotivation)

4. LIMITATIONS AND PROPOSALS FOR IMPROVEMENT:

The results of Item 1 may be due to:
- Self-report instrument
- Data belonging to a sample of small size, biased (area of Castellón and Valencia) and unbalanced with respect to the groups that we have compared since there are many more experienced teachers than juniors and veterans.

PROPOSAL FOR IMPROVEMENT: Use a larger and more equitable sample and analyze on the one hand the real motivation of the students and on the other hand the demotivation of the teaching staff.

We have decided to group the causes of item 2 in these factors to make improvement proposals to the teachers:

- ENVIRONMENT: Promote a trusting environment for students, mediation by the psychologist at the center, training in problem solving, coping strategies and stress management.
- LACK OF MOTIVATION: Train teachers in motivational techniques, in the use of technologies of the information and communication, study techniques (learning to learn) and awaken the imagination of teachers to make classes more attractive, dynamic and applied to reality (field trips, role playing, etc).
- ESTABLISH A REWARD SYSTEM for students as: recognize achievements, reward with reducing the duties or eliminating subject for the exam.
- FUTURE PLAN: Help students to establish a future plan with clear steps to follow, with small goals and short-term achievements.
- TRAIN TEACHERS IN THE DETECTION OF EDUCATIONAL NEEDS.
- FOSTER LEARNING BY PROJECTS.
- REDUCE MEMORIZATION and train in information search techniques.