

Supports / barriers perceived by ESO teachers to improve students' motivation

TFG PSYCHOLOGY, 4th

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1. INTRODUCTION

One of the main problems that ESO teachers have to face today is the lack of motivation that students have. (Doménech and Gómez-Artiga, 2010). As a result of this lack of motivation in students, we can find school failure. In Spain, at the end of the 70s and the beginning of the 80s, school failure began to be observed in students (Cardoso, 2001 and Herrero, 2001). Over time, the percentage has been increasing, currently around 25% of students do not obtain positive results in their studies (OECD, 2012) and this fact also influences teachers' own motivation.

Most specialists agree on defining motivation as a set of processes involved in the activation, direction and persistence of behavior. (Beltrán, 1993). For this study, we will take as reference the Quality Model of Educational Situation (MOCSE), designed by Professor Doménech-Betoret (2018), Doménech-Betoret, Gómez-Artiga and Llobret-Segura (2014) in which, he tries to explain in detail the variables that intervene in school motivation and learning.

OBJECTIVES

A) Analyze the perception that the ESO teacher has of the supports / barriers with which he has to motivate his students according to their level of control.

B) Formulate proposals for improvement based on the results obtained.

HYPOTHESIS

It is predicted that teachers who have a high level of control (above the average) will perceive having more support and fewer barriers than those teachers who have a low level of control, who will perceive having more barriers and less support.

2. METHODOLOGY

PARTICIPANTS

The sample used consists of 40 teachers (n = 40) of the ESO, from state secondary schools in the province of Castellón de la Plana. To obtain the information, the questionnaires were passed on to the teachers who volunteered for this study.

MEASURES

Questionnaire-Interview for secondary school teachers derived from the MOCSE model. Items used in this study:

❑ **ITEM 4:** *To what extent do you think it is under your control to be able to improve the motivation of your students?* → -Likert scale: 1 (very few) and 10 (very many).
→ -Open and brief question.

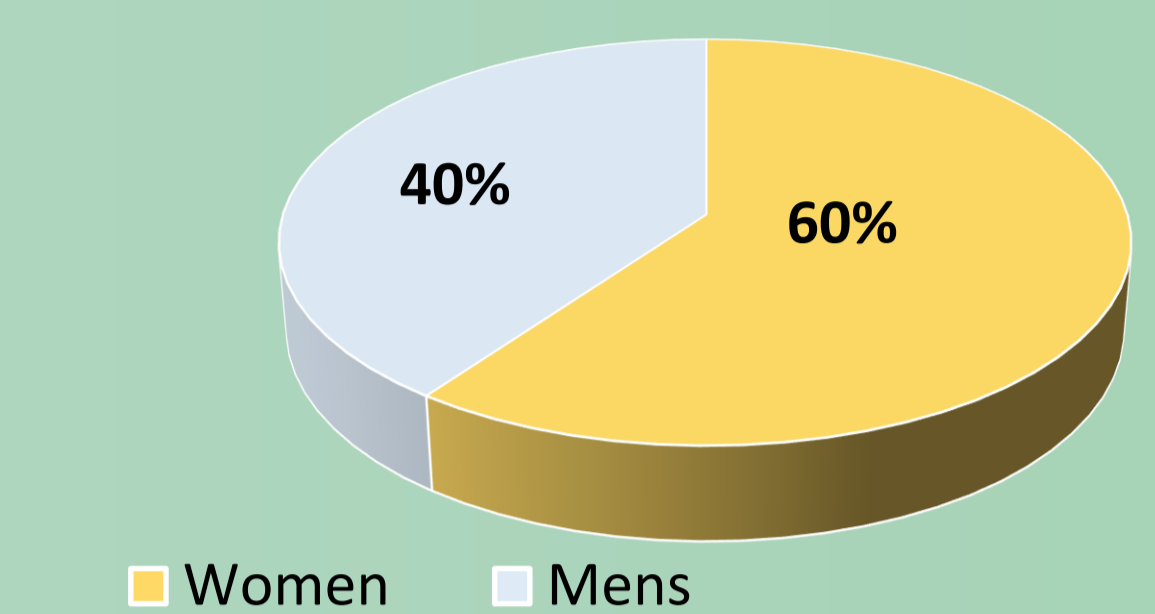
❑ **ITEM 5:** *Do you have support/ resources to help you improve the motivation of your students?* → -Likert scale: 1 (very few) and 10 (very many).
→ -Open and brief question.

❑ **ITEM 6:** *Are there barriers or obstacles that make it difficult for you to improve the motivation of your students?* → -Likert scale: 1 (very few) and 10 (very many).
→ -Open and brief question.
→ -Likert scale: 5 (very high negative influence) and 1 (very low negative influence).

STATISTIC ANALYSIS

❖ Descriptive data analysis regarding perceived supports / barriers (DV) and comparative analysis between teachers with a high and low level of control (IV) regarding the barriers and supports they can appreciate, using the SPSS program.

Graph 1: Percentage of the sample



3. RESULTS

Table 1: Descriptive results made with the whole sample (n = 40).

DESCRIPTIVE STATISTICS	AVERAGE	MEDIAN	STANDARD DEVIATION	MINIMUM	MAXIMUM
SUPPORTS	5,8500	6,0000	2,15490	1,00	9,00
BARRIERS	5,4000	5,0000	2,27359	1,00	9,00

❖ The average is between 5-6, which means that teachers have a moderate perception of the supports/barriers they presume to have (items 5-6).

Table 2: Comparative analysis between high control professors and control professors regarding the supports and perceived barriers.

COMPARATIVE STATISTICS	N	AVERAGE	STANDARD DEVIATION	ESTANDARD ERROR AVERAGE	F	Sig.	T
SUPPORTS	1	5,4194	2,15676	,38737	4,485		-2,498
	2	7,3333	1,41421	,47140		,041*	-3,137
BARRIERS	1	5,3548	2,30287	,41361	,044		-,230
	2	5,5556	2,29734	,76578		,835	-,231

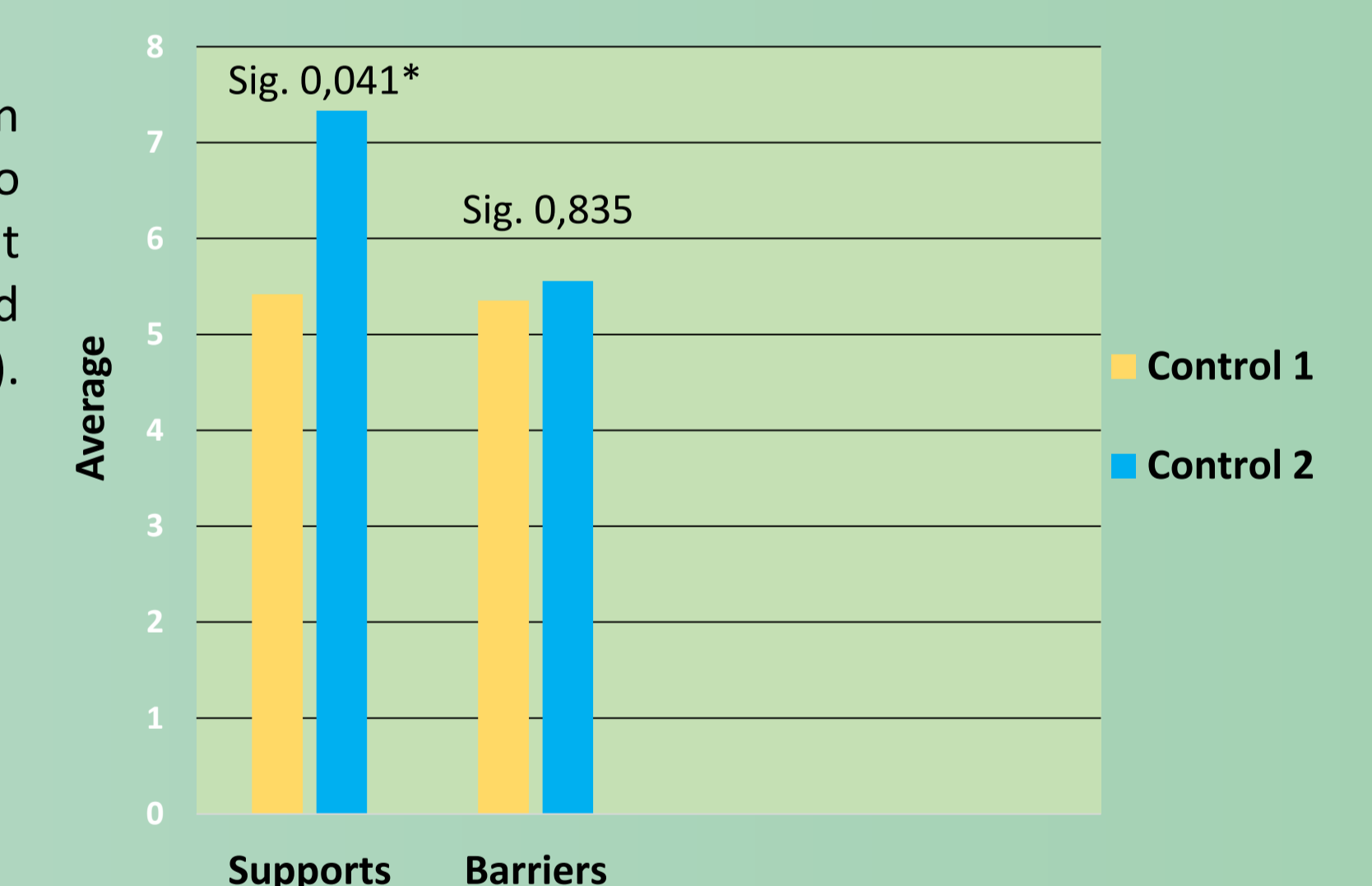
(1: low control level / 2: high control level)

❖ Of the total sample (N = 40) 77.5% of teachers (31 teachers) show that they have a low level of control, however, 22.5% (9 teachers) have a high level of control.

❖ As we see in Table 2, there are significant differences between teachers who have high and low control levels with respect to perceived supports (p = .041, p < 0.05), but there are no significant differences between teachers who have levels of control high and low control with respect to barriers (p = .835, p > 0.05).

❖ The hypothesis is partially fulfilled with respect to objective A.

Graph 2: Comparative analysis between control level and perceived supports / barriers



4. CONCLUSION AND PROPOSAL OF IMPROVEMENT

❖ **Hypothesis part 1:** Regarding the supports perceived by the ESO faculty, the data shows that there are significant differences depending on their level of control.

❖ **Hypothesis part 2:** Regarding the barriers perceived by ESO teachers, in this study, no significant differences were observed depending on their level of control.

These results are not conclusive nor can they be generalized

As a possible improvement proposal

❖ Work with teachers to increase the level of control for their students, through training courses, so that they are more motivated to give classes, receive more support and have a more positive perception of themselves.

❖ Enhance academic self-efficacy and self-competence, generating students expectations of success and not failure.

❖ Create an atmosphere in the school where the teachers feel supported, valued and with the minimum number of possible barriers.

❖ Eliminate all types of barriers on the part of teachers, such as: little or no collaboration with families, lack of interest by students, lack of material resources, lack of teacher training or excessive workload for them.

LIMITATIONS

- ❖ Sample is small and unbalanced (more women than men).
- ❖ Extracted from a specific socio-cultural context (state schools) in the province of Castellón.
- ❖ The opinion of the student himself about how he can influence the motivation that teachers have is not taken into account.
- ❖ Writing some items is not understood and the writing of the scale should be improved.

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