

Facing the academic course according to expectations of success and failure for ESO faculty

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1. INTRODUCTION

The negative effect of motivation in adolescence is reflected in the behavior of teachers. For this, the teacher should ask: What can I do to improve student motivation?

According to figures from the OECD in 2012 (Organization for Economic Cooperation and Development) it states that school failure is a perceived threat and is exposed in 25% of students who fail in their studies and do not achieve the ESO degree.

The Economic and Social Council (2009) shows that 88% of the students that drop out have repeated courses at some time and 91% have unjustified absences during the academic year.

There is an instructional model that tries to explain the functioning of the educational situation, which analyzes and organizes the variables that intervene in school learning and their relationship. This study is based on the **Educational Situation Quality Model (MOCSE)** designed by Doménech (2018).

1.1. OBJECTIVES

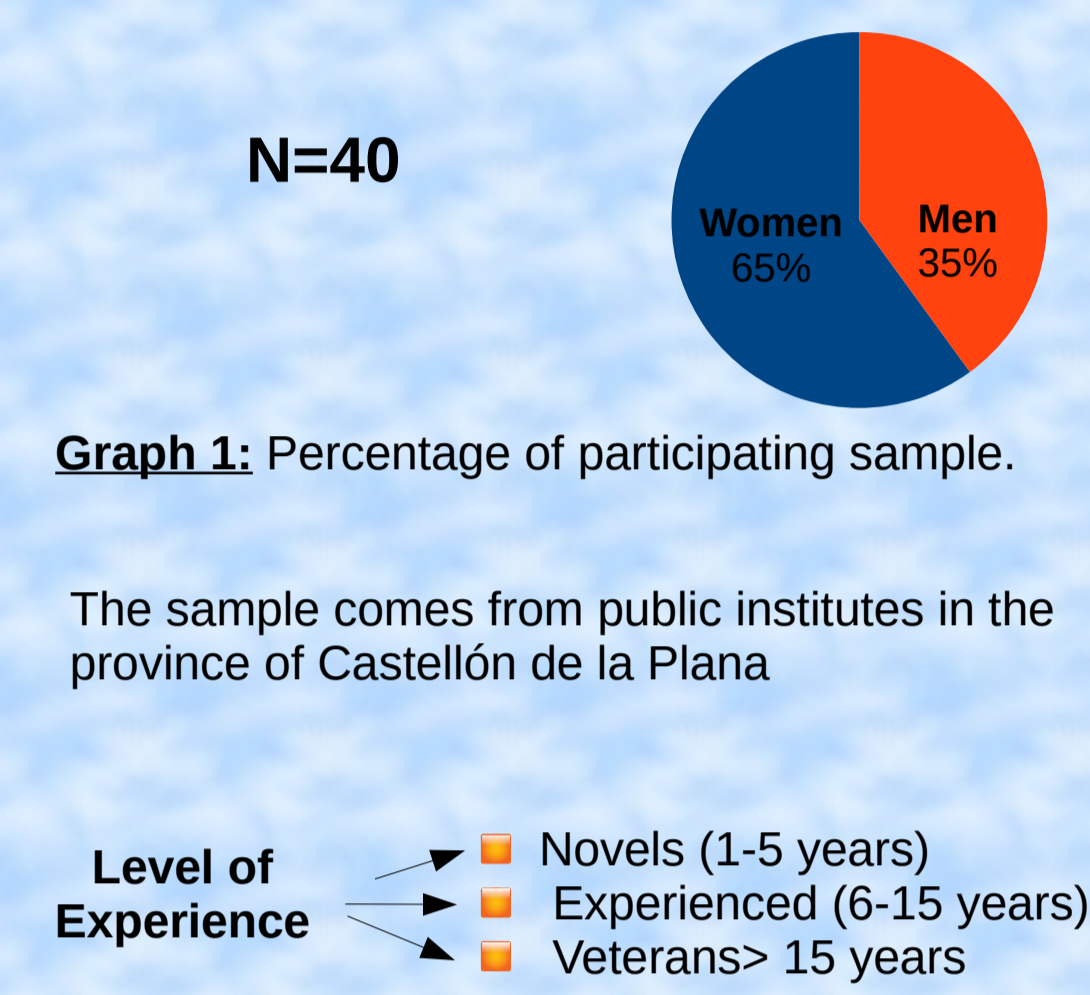
- 1) Evaluate the expectations of success / failure that ESO / FP teachers have during the course and contrast them with the level of experience.
- 2) Evaluate the expectations of success / failure that ESO / FP teachers have during the course and contrast them with the level of self-control.

1.2. HYPOTHESIS

- H1:** It is predicted that to a greater control of the motivation management of the teaching staff, the higher the expectations of success.
- H2:** It is predicted that novice teachers will obtain lower expectations of success with respect to veterans and experienced.

2. METHOD

2.1. Sample



To collect the information, 40 teachers are randomly chosen to pass the test.

After obtaining the results of the test, we proceed to include the data in the SPSS program.

2.2. Instrument

The instrument derived from the MOCSE model is the Questionnaire-Interview for secondary school teachers. The study has focused on items 7 and 4.

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:
0 (nothing at all) -10 (totally under my control)

Item 7: What are your expectations for this course?

Likert scale:
5 (totally agree) -1 (totally disagree)

"I think the students will get good grades during this course" (Expectation of result)

"I think I will be able to make the students enjoy learning the subject (s) that I teach, from here to the end of the course" (Expectation of effectiveness)

2.3. Analysis

- Descriptive analysis based on the expectations of success of the teaching staff.
- Comparative analysis relating the expectations of success with the level of control of motivation management and the level of experience of the teaching staff.

3. RESULTS

| | N | HALF | MEDIAN | STANDARD DEVIATION | MINIMUM | MAXIMUM |
|---------------------------|----|--------|--------|--------------------|---------|---------|
| EXPECTATION RESULT | 40 | 3,1167 | 3,1667 | 0,49239 | 1,33 | 3,67 |
| EXPECTATION EFFECTIVENESS | 40 | 3,6688 | 3,75 | 0,61339 | 2,5 | 5 |

Table 1: Descriptive analysis of the sample.

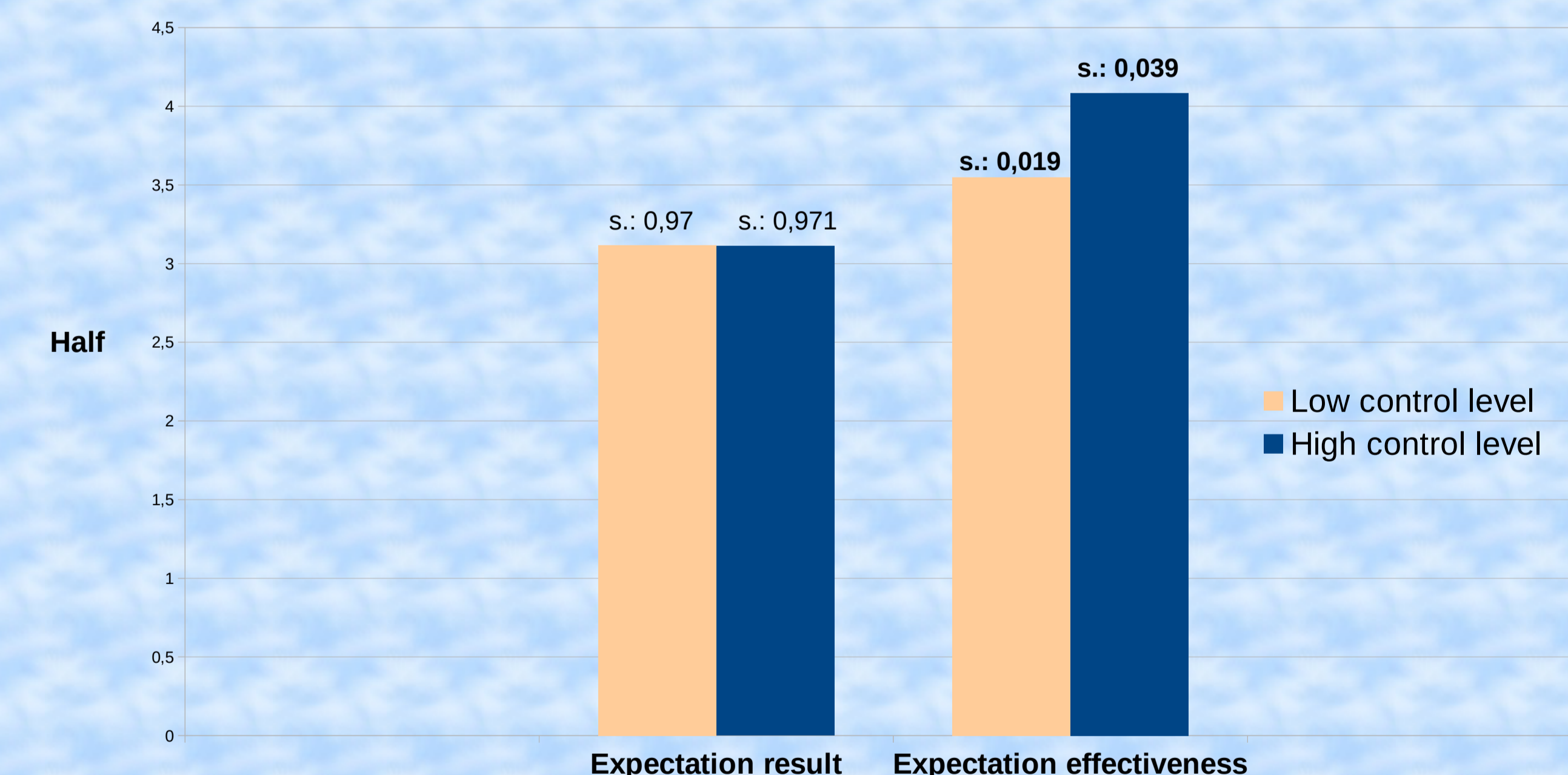
| | NOVELS | EXPERIENCED | DIFFERENCE OF STOCKINGS | STANDARD ERROR | SIG. |
|---------------------------|-------------|-------------|-------------------------|----------------|--------------|
| EXPECTATION RESULT | NOVELS | EXPERIENCED | -0,5 | 0,24757 | 0,122 |
| | NOVELS | VETERANS | -0,09556 | 0,21354 | 0,896 |
| | EXPERIENCED | VETERANS | 0,40444 | 0,1826 | 0,082 |
| EXPECTATION EFFECTIVENESS | NOVELS | EXPERIENCED | -0,70833 | 0,30577 | 0,082 |
| | NOVELS | VETERANS | -0,215 | 0,26375 | 0,719 |
| | EXPERIENCED | VETERANS | 0,49333 | 0,22553 | 0,105 |

Table 2: Comparative analysis according to the level of experience with respect to expectations.

Expectations of outcome and effectiveness have a moderate perception of the type of response provided by the participants.

- Expectations of result comparing those experienced with veterans have important differences, but not significant, with respect to the other groups.

- The efficacy expectations comparing the novice with the experienced has important differences, but not significant, with respect to the other groups.



Graph 2: Comparative analysis of the level of control with respect to expectations.

- There are no significant differences between the level of experience of the teaching staff with respect to the expectations of results and effectiveness.
- There are no significant differences between the level of control and the outcome expectations.
- There are significant differences in the efficacy expectations according to the level of control.
 - The higher the level of control, the greater the expectations of success.
- With inferior results, it is affirmed that at a lower level of control, there are higher expectations of success.

4. DISCUSSION

4.1. Conclusions

- The higher the level of control, the higher the expectations of effectiveness.
- It was observed that the expectations of success and failure influence according to the level of control.

4.2. Limitations

- Shortage of the sample
- Decompensation of teacher participation, with a high percentage of women more than men.
- Doubtful items due to a possible bad writing of the questionnaire.
- New studies including private, subsidized and public institutes.
- The groups contrasted according to the level of experience are not equitable.

4.3. Improvement proposals

- Enhance academic self-efficacy and self-competence of teachers, generating expectations of success and not failure.
- Conduct training courses to develop positive qualities of the teaching staff.
- Reinforce the positive behaviors of the faculty after executing a task.

5. REFERENCES

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