

EXPANDING BORDERS: TEACHERS MOTIVATION

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Abstract

Based on theoretical fields who are composed by *Motivational Process*, emphasizing the conceptualization of motivation, as a process who involves external/extrinsic and internal/intrinsic components; achieved during many moments with of no explicit organization (at home, at trips, at socialization processes) and organizations like in schools or universities, ore courses with includes *Teaching and Learning Processes*, in constant moments of interactions and reflections, enhancing for knowledges, abilities and attitudes/affect who lead to the capability to learn to learn, as a constant process between a teacher and a student, the most of the time at an educational setting, in constant *Interpersonal Relationships*, planned as an educational intervention, who gives a possibility to establish positive interactions. Our qualitative research, with testimonies from 26 teachers of three schools, about their pedagogical practice, motivation, aspects of his/her malaise and well being, reflections about their self-image and self-esteem, autonomy and cooperation for motivation in education, and the data of notes of qualitative recorded in field diaries, and speeches with observations obtained in the meetings with these teachers, analyzed by Content Analysis Technique and the categories we found are: a) Initial conceptions that subjects bring on the subject motivation; b) Relation between malaise/well being and teacher's motivation; c) Relation between self-image, self-esteem and motivation; d) Cooperation for motivation in the profession. We stress the need and importance of conducting positive aspects related to the subjectivity aspects of the teacher and students relationships, remembering that the three components (knowledge, skills and attitudes/affect) interact constantly, and we still see that our field research needs to be expanded, with a view to providing continuing education for the teachers (also students and parents), to make them aware of the importance of motivation and his/her well-being.

Keywords: *Motivation, Teaching/Learning processes, Interpersonal relations, Self-esteem.*

1. Introduction

By analyzing the educational reality, it is observed that the situation in the classroom often reveals a lack of motivation, both students and teachers. In dialogic relationship between learning with education, motivation, lack of enthusiasm, lack of curiosity or loss of stimulus pose a risk to student's school failure.

Realize these obvious transformations and transport them into the institution it is essential to point out that teach.

Therefore, as good teachers we must pass a road a little beyond simple awareness teaching, in order to overcome patterns for effective educational practice and motivating, to compose with more clarity references of each educator and knowledge stemming from their experiences as well as understand and embrace the knowledge that each student already has and can continue to build.

2. Theoretical Field

Our Theoretical Field basically adopted the theories of teaching and learning, specifically focusing on cognitive theories of motivation, in the following directions: motivational processes and their complexity, tangible concepts to teaching and learning and reflections on interpersonal relationships in everyday life, remembering the lifespan approach.

2.1. Motivational Process

Understanding that motivation is linked to human behavior is one of the factors to be investigated to better understanding the educational context.

Huertas (2001) warns us well that it is difficult to conceptualize motivation. Based on his studies, he says that motivation can be understood as a process that precedes human action, sometimes inherent in the human body (in the prefrontal region of the brain corresponding to interest the task with an end in itself and not as a means to achieve a goal), sometimes extrinsic (when attention to the task is related to the achievement of the goal, the task seen as a means).

Motivation can be defined also as a motivational process.

Extrinsic motivation objective a result, the stock price is subject to this result. If so, there are more chances of repeating the task and therefore tolerance to perform the actions is linked to the likelihood of successful outcome.

In intrinsic motivation, the goal is the action itself and the result is seen as a natural secondary. Success is always expected, but in case of failure, the attempt would have been valid as experience and interaction with people/environment.

However, the motivational process has relations with the origin of the reasons that precede a goal and consciousness we have of them. In every situation in which an individual act, is an implicit target, which can refer to many different individual intentions, for example, the improvement in our education, the achievement of something y desire, among others.

The goals in this sense can be characterized as affective, cognitive, personal relationships, organizational subjective or even related to the actual task to which they are intended

2.2. Teaching and Learning Process

In the interaction of the processes of teaching and to learning, referring to the overall development of the subject, teaching is important to promote motivating situations in which the student learns to learn, enhancing his/her learning meaningful through the teacher proposes and assists, social educational process /socializing, in which both teachers and students (both subjects of their own learning) go through processes of cognitive development, where there is interchange with the medium in which they are inserted and acting.

These processes should be seen as a production shared between the two (teacher and student) and along with the content, in contextualized situations. In an educational interaction, both play distinct roles but equally are essential and fully interconnected, considering that teachers help his/her students in the process and vice versa, when students also helps his/her teachers.

In the educational setting, in which a variety of characteristics are revealed both by students and by teachers, motivation may constitute also an insurmountable 'problem' if the teacher does not have a conceptualization about your own motivation or also when not understand how these process happens at teaching and learning (Vygotsky, 1989, Piaget, 1987; Coll, 2004).

2.3. Interpersonal Relations

Human relationships are constituted in and by the interactions of people with each other through shared diversified activities in daily life.

Vygotsky (1989) states that each subject is not only active, but interactive, building knowledge, skills and affect from intra and interpersonal relationships.

It is the exchange with others (and himself) that may be possible to internalize information, social roles and functions. It is a process that occurs from the social and interpersonal relationships via individual plan to a effective internal intrapersonal relations.

The school routine is constituted within the framework of social, affective and cognitive sets, turning into a favorable environment for the establishment of 'good' interactions between people, and through them, supported in an educational planned intervention, in order to trigger learning fundamental processes, on what motivates learning is the desire to learn, their effects and results, which can and should be promoted by education.

The motivational process occurs (also) in the classroom when the student finds reasons and meanings, says Huertas (2001). Therefore it is necessary to know the causes and the reasons why students learn. As in detective fiction, there are reasons that lead us to a reading, to unravel

it. Thus, learning is always necessary to seek reasons to overcome the inertia of not having to learn.

3. Research

The research we will read about is a qualitative study about the testimonies from 26 teachers of three schools of Porto Alegre-BR, about their pedagogical practice, their motivation, aspects of teacher's malaise and well being, reflections on their self-image and self-esteem, autonomy and cooperation for motivation in education.

The overall goal of the research was to analyze and describe aspects of teacher motivation within their pedagogical context, assessing levels of motivation and workshops promoting self-awareness, then to disseminate thoughts on the subject.

According to Stake (1998, p. 29), "in a qualitative research project, the themes appear, grow and die".

4. Data Analysis

Our qualitative research, with data of notes of qualitative recorded in field diaries, and speeches with observations obtained in the meetings with the teachers, were analyzed by Content Analysis Technique, according to Bardin (2004), and the categories we found were these:

(1) Initial conceptions that subjects bring on the subject motivation, where teachers confirmed certainties, by claiming that motivation is essential for human life, it is internal and is related to life goals.

Thus we can see that these ideas are associated with initial concepts presented by the authors who study motivation, and doubts, which expressed almost in full, the interest in knowing how to motivate their students, or looking for a method to develop the motivation of their students. With these ideas, it appointed to the need for individual and group experiences, consisting of different educational moments, helping to compose new concepts about personal motivation, reflecting on his student development needs and possibilities.

(2) Relation between malaise/well-being and teacher's motivation, in which the three institutions one can see that teachers have a high index of malaise professional aspects already, studied by Was (2004) and Jesus (2007).

We found that this led teachers to search for simplistic solutions and effective to be applied in the classroom.

In addressing the topic malaise in teaching, we can't forget the links between historical moments, political and personal experiences, as says Esteve (2004), they may provide further explanation of dynamics and levels of final causes of this malaise.

We believe that all teachers are more aware of the need to better understand their social reality and their own personal development, to go better in a well being direction.

The development themes on self-awareness workshops facilitated reflections on these aspects of malaise, when they experience group activities, new ways of perceiving themselves, promoting aspects in the development of well-being and health motivation.

Modernly we believe on the aspects of Health Psychology and Positive Psychology.

(3) Relation between self-image, self-esteem and motivation, which are the result of both interpersonal relationships and intrapersonal established throughout its existence. People who interact in different environments: family, school and society.

Thus, the affective dimension is not genetically determined, because the person is not born with a self-image and self-esteem formed, only with interactions they are formed in the environment they live in, says Vygotsky (1989).

We note, in the workshops offered, that teachers have initially difficulty to stop and reflect and expose him/herself.

The interactions provided self-knowledge and new insight from their peers, and interpersonal relationships become more positive.

Thus, we believe that positive interpersonal relationships in the workplace, favor the construction of positive self-image and self-esteem, since it is one of the social indicators of real self-concept, a summary table that makes you the 'person you want to be and you are' (ie the view that has about yourself).

The self-image is characterized in a dynamic photography that comes from telling us, then it follows from self-recognition, connected directly, and self-image develops from as we say, after our learning in contact with the examples, suffering severe inter-influence with / in the experiences in the context who one lives, stressed by Mosquera (1984) and Mosquera & Stobäus (1984).

(4) Cooperation for motivation in the profession, detached from the workshops of self-knowledge, in which cooperative work in which some teachers had difficulties in accomplishing a cooperative work, manifesting incompatibilities to work together with colleagues, without reaching a consensus for complete the task and proposed designs.

However other participants demonstrated they can ease deal with colleagues and consequently became involved with the activity, being positively motivated.

5. Final Considerations

Compose motivational teaching practices from cooperative work presents no special 'formulas', 'ready recipes' for either a distinguished educational process.

But comprises the consciousness that we can also compose meaningful learning cooperatively, recognizing the many opportunities to participate actively in each pedagogical practice, proposing participation and inclusion of all, with simple changes and procedural rules and structures, as well as each game or each teaching process.

From the work done, we realize the need and importance of conducting aspects related to the subjectivity aspects of the teacher and his/her students relationships, remembering that the three components (knowledge, skills and affect) interact constantly, and we still see that our field research needs to be expanded, with a view to providing continuing education for the teachers (also students and parents), to make them aware of the importance of motivation and his/her well-being.

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