

EXPLORING EXTRINSIC MOTIVATORS IMPACTING HISTORY EDUCATORS PRIOR TO AND DURING THE ERA OF REMOTE LEARNING

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ABSTRACT

Given the current prominence of this theme, it was selected as a starting point for individuals interested in delving deeper into the subject. This study aims to serve as a resource for researchers looking to expand the range of participants studied, ultimately making a positive impact on the motivation of history educators and, subsequently, the quality of their instructional delivery. The main objective of this research is to investigate the extrinsic motivational factors affecting history educators and how these elements may heighten or diminish job satisfaction in the context of the global shift to remote learning, which has become increasingly prevalent since the beginning of 2020 and continues to influence educational practices in 2021. Various factors contribute to the enhancement or reduction of teacher motivation, including: Classroom dynamics and historical curriculum structures-Educator behavior and personality traits within the remote learning environment -Adaptation of teaching methods to virtual platforms -Parental habits and engagement in virtual learning -Family-related challenges and the instability brought about by remote work -Interactions among colleagues in a virtual setting -Learning environments shaped by remote learning technologies, and -Assessment procedures tailored to online education. Teachers specializing in history play a crucial role in shaping students' perspectives, and students often look up to them as guides. Therefore, the motivation of history educators is of paramount importance, directly influencing students' engagement and academic achievements.

Keywords: *current prominence, extrinsic motivation, job satisfaction, instructional quality*

EXPLORAR LOS MOTIVADORES EXTRÍNSECOS QUE AFECTAN A LOS EDUCADORES DE HISTORIA ANTES Y DURANTE LA ERA DEL APRENDIZAJE A DISTANCIA

RESUMEN

Dada la prominencia actual de este tema, se seleccionó como punto de partida para las personas interesadas en profundizar en el tema. Este estudio tiene como objetivo servir como un recurso para los investigadores que buscan ampliar el rango de participantes estudiados, lo que en última instancia tiene un impacto positivo en la motivación de los educadores de historia y, posteriormente, en la calidad de su instrucción. El objetivo principal de esta investigación es investigar los factores motivacionales extrínsecos que afectan a los educadores de historia y cómo estos elementos pueden aumentar o disminuir la satisfacción laboral en el contexto del cambio global hacia el aprendizaje a distancia, que se ha vuelto cada vez más frecuente desde principios de 2020 y continúa influyendo en las prácticas educativas en 2021. Varios factores contribuyen a la mejora o reducción de la motivación de los docentes, entre ellos: Dinámica del aula y estructuras curriculares históricas -Comportamiento y rasgos de personalidad del educador dentro del entorno de aprendizaje a distancia -Adaptación de los métodos de enseñanza a las plataformas virtuales -Hábitos de los padres y participación en el aprendizaje virtual -Desafíos relacionados con la familia y la inestabilidad provocada por el trabajo remoto - Interacciones entre colegas en un entorno virtual -Entornos de aprendizaje moldeados por tecnologías de aprendizaje a distancia -Procedimientos de evaluación adaptados a las necesidades en línea educación. Los profesores especializados en historia desempeñan un papel crucial en la formación de las perspectivas de los estudiantes, y los estudiantes a menudo los admiran como guías. Por lo tanto, la motivación de los educadores de historia es de suma importancia, ya que influye directamente en el compromiso y los logros académicos de los estudiantes.

Palabras clave: *prominencia actual, motivación extrínseca, satisfacción laboral, calidad instruccional*

INTRODUCTION

The impact of motivation and extrinsic factors on teachers' performance in both their professional and personal lives is widely acknowledged. This investigation focuses on how motivational factors among teachers at Liceo Experimental Bilingue La Trinidad de Moravia changed before and during the Covid-19 pandemic. Specifically, the study aims to identify motivational factors contributing to job satisfaction and dissatisfaction among teachers in this public institution. The research employs a descriptive survey research design, utilizing interview and questionnaire techniques.

The sample comprises twelve English subject teachers from Liceo Experimental Bilingue La Trinidad de Moravia, with two randomly selected for personalized interviews and the remaining ten provided with a survey conducted through Windows forms. The relevance of the topic led to its selection as a starting point for those wishing to delve deeper into the subject. This research is anticipated to be valuable for investigators seeking to broaden the scope of analyzed individuals, ultimately positively impacting teacher motivation and, consequently, the quality of their performance.

BACKGROUND OF THE PROBLEM

According to the World Health Organization (2018), the Wuhan Municipal Health Commission in Hubei Province, China, reported a cluster of pneumonia cases caused by a new coronavirus. On January 12, 2020, China published the genetic sequence of the virus causing COVID-19. The first confirmed case imported by COVID-19 in Costa Rica, as reported by the Ministry of Health, was a 49-year-old American woman isolated with her husband in a San José lodging.

The shift to online teaching, an unprecedented scale of virtual classes, has raised concerns about digital poverty marginalizing some children, even in developed economies like the

UK, where a significant minority lacks immediate access to a device for homework (Organization for Economic Co-operation and Development, 2020).

In the effort to ensure comprehensive safety, the Ministry of Education (M.E.P.) suspended classes in Liceo Nocturno de Desamparados on March 10, 2020, following the first Covid-19 case. Costa Rica then had to swiftly develop a plan to respond to the pandemic. In mid-March 2020, the M.E.P. decided to postpone face-to-face classes and initiated a strategy for pedagogical mediation using virtual sessions.

RATIONALE FOR THE TOPIC

This inquiry seeks to explore the extrinsic motivational factors influencing educators and their potential impact on job satisfaction or dissatisfaction, particularly in the context of the ongoing Covid-19 pandemic in Costa Rica, which began in 2020 and persists into 2021. The significance of this research lies in providing a comprehensive understanding of the current situation in Costa Rica, serving as a foundation for future investigations in this evolving field, given the transformative effects of the pandemic on a global scale.

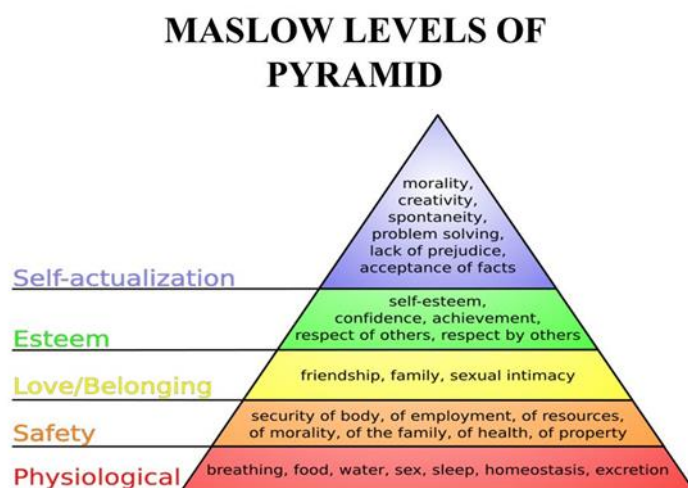
OVERARCHING OBJECTIVE The primary aim is to scrutinize the extrinsic motivational factors that have shaped the experiences of English teachers at Liceo Experimental Bilingue La Trinidad de Moravia throughout the year 2020 amidst the challenges posed by the Covid-19 pandemic.

SPECIFIC OBJECTIVES

1. To pinpoint the extrinsic motivational elements influencing teachers' personal satisfaction or dissatisfaction within the English department at Liceo Experimental Bilingue La Trinidad de Moravia, both before and during the Covid-19 pandemic.
2. To ascertain whether extrinsic factors such as salary, the school environment, support systems, or educational progress are the predominant motivators for teachers in their professional roles.

3. To draw distinctions between the extrinsic motivational factors prevalent among teachers before the onset of the Covid-19 pandemic and those observed during the ongoing crisis.

As articulated by Robertson C. (2016), motivation, originating from the Latin word "movere," meaning "to move," is a complex outcome of internal and external processes that ignite enthusiasm and persistence, propelling individuals toward specific courses of action. This investigation aims to delve into these motivational dynamics within the teaching profession, particularly amid the unprecedented circumstances introduced by the Covid-19 pandemic.



Graphic n°1 (usar “graphic” en todas las figuras).

In his 1943 work, *A Theory of Human Motivation*, Maslow, concerning the Hierarchy of Needs theory, asserted that individuals are compelled to fulfill specific needs, with certain needs taking precedence over others. The most fundamental necessity is the imperative for physical survival, serving as the primary motivator for behaviors. Once this foundational level is satisfied, the subsequent level in the hierarchy becomes the driving force, and so forth.

Cole and Harris (2017) articulated that motivation refers to the processes, both instinctive and rational, through which individuals strive to meet basic drives, perceived needs, and personal goals, subsequently influencing human behavior. They define "motivate" as a transitive verb, indicating the act of providing an incentive or reason for someone to undertake a particular action. Exceptional leaders acknowledge their responsibility to create a highly motivating environment for their employees.

At this juncture, it can be asserted that various factors contribute to or diminish teachers' motivation, encompassing elements such as:

- class and curriculum design,
- teacher behavior and personality,
- teaching methods,
- parental habits and involvement,
- family dynamics and stability,
- peer relationships,
- the learning environment,
- and assessment methodologies.

Teachers play a pivotal role globally, with students often looking up to them and emulating their actions. The motivation of teachers holds significant importance as it directly impacts students. The significance of motivation in the educational realm has led to various inquiries, such as:

- "What constitutes motivation?"
- "Which factors contribute to fostering motivation in students?"
- "Why is the motivation of teachers crucial?"

The motivation of teachers is influenced by numerous factors. Acknowledging the crucial role teachers play in successful education reforms emphasizes the necessity for the

teaching profession to adapt and remain relevant in the context of Costa Rica. Providing a platform for teachers to have their voices heard and utilized as a foundation for societal changes fosters engagement and innovation at the classroom level. This approach identifies solutions for major pedagogic and professional development issues affecting the teaching environment.

Recognizing and appreciating the expertise of teachers, empowering them to tailor educational content and contextualize teaching practices based on students' progress and classroom dynamics, while adhering to national standards and curriculum coverage, is imperative. This approach ensures that teachers feel valued and promotes their active involvement in shaping the educational landscape.

METHODOLOGICAL FRAMEWORK

The temporal dimension serves as a pervasive element in the ongoing analysis, aligning with Hernández, Fernández, and Batista's (2014) perspective. It is described as transversal, apt for scrutinizing the relationship among variables within a specific timeframe—distinctly marked by the changes wrought by the ongoing pandemic. This research is firmly grounded in the present moment, defined by the manifold transformations catalyzed by the pandemic.

Drawing on a hybrid methodology, this research adopts a fusion of quantitative and qualitative approaches. Following the rationale presented by Hernández, Fernández, and Batista (2014), it recognizes that individuals, groups, or social systems possess unique perspectives shaped by their experiences. The research endeavors to comprehend these perspectives within their contextual frameworks.

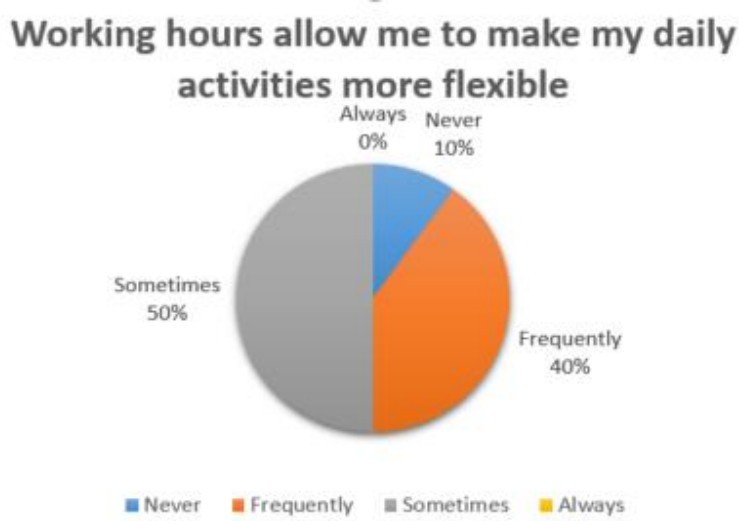
Primary sources constitute the foundation for information gathering in this investigation. Project members contribute crucial facts and data, providing substantive support for the researcher's thesis. Additionally, English professors from Liceo Experimental Bilingue

La Trinidad offer insights that enhance the research. This input delves into the profile of an English professor, encompassing characteristics, qualities, abilities, and interpersonal skills conducive to fostering an effective teaching-learning process.

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis and outcomes derived from the survey and interviews. Its objective is to transform the accumulated data into valuable insights that can address the research question or problem statement effectively.

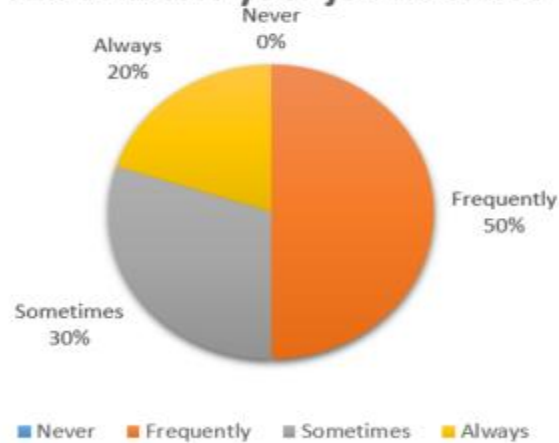
The examination of the instruments used in the study serves as a gateway to achieving the research goals. Results are conveyed through written analyses and graphical representations, aiming to provide a clear and comprehensible depiction. Each graph is scrutinized, elucidating its significance in the study, thereby offering a comprehensive understanding of the research outcomes.



Graphic n°2

The allocation of time for daily activities among five teachers varies; some occasionally find time, four frequently manage to distribute their time effectively, while one teacher consistently struggles to complete daily tasks. Notably, none of the teachers perceive their working hours as sufficient for fulfilling all duties, underscoring the demanding nature of the English teaching position.

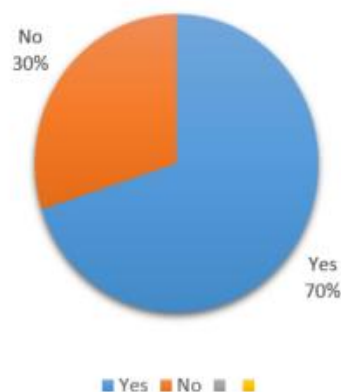
You consider your job stressful



Graphic n°3

Facilitators reported that they often experience job-related stress, with 20% of surveyed teachers consistently feeling overwhelmed by stress. Three teachers indicated occasional stress, while none believed their position lacked this condition. This highlights the omnipresence of stress to varying degrees in the teaching profession.

Did Covid 19 changed your motivation while teaching?



Graphic n°4

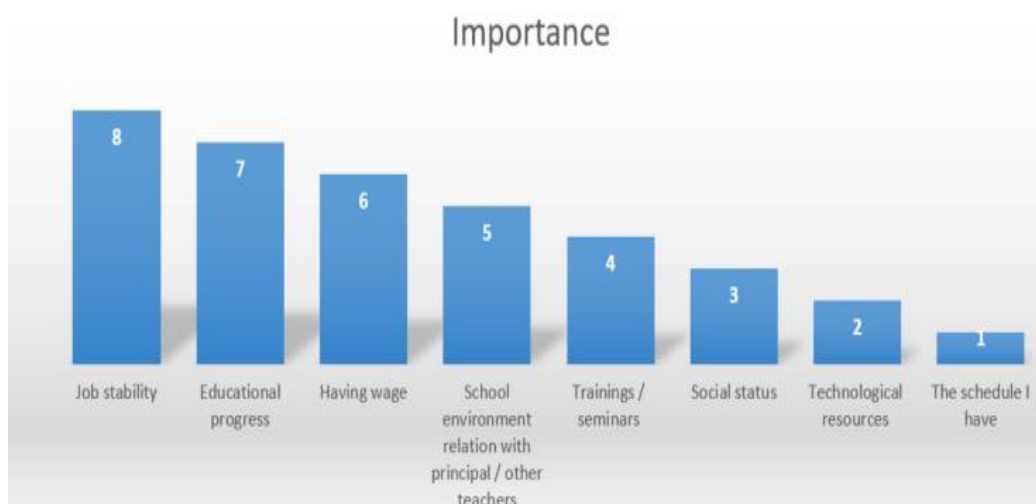
Motivation takes center stage in this analysis, exploring whether the COVID-19 pandemic has influenced enthusiasm among teachers. Seven teachers, represented in blue, affirm that motivation has changed, while only three maintain the same level as before the pandemic.

Do you perform well during virtual sessions?



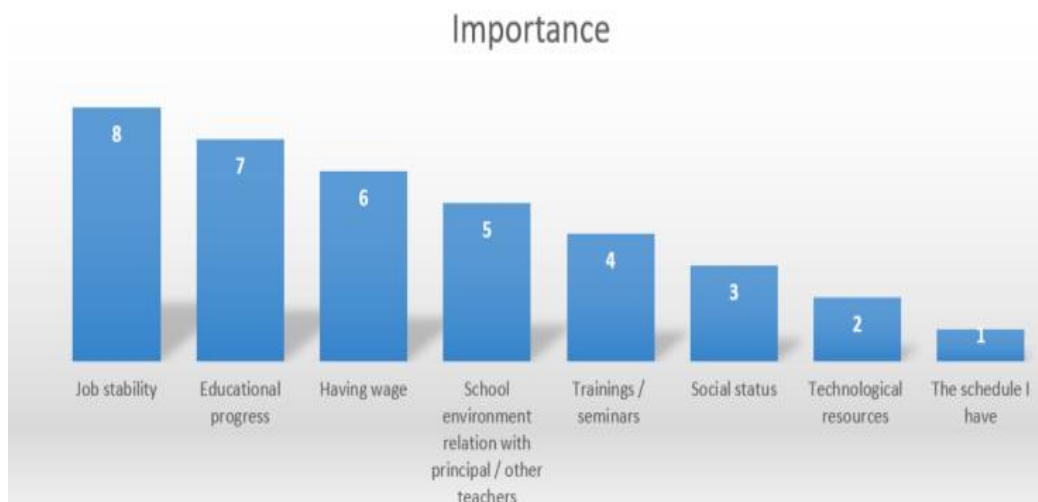
Graphic n °5 (en el original mostraba igual la descripción figura 5 y 4)

The examination of motivational factors crucial to teachers' profession before the COVID-19 pandemic is depicted in this graphic. Job stability emerged as the most significant aspect, while extrinsic factors such as the schedule were less favored among teachers.



Graphic n°6

This visual representation scrutinizes the motivational factors considered most valuable by teachers in their profession before the COVID-19 pandemic. Job stability emerged as the paramount aspect during the pre-pandemic period, while extrinsic motivational factors such as the schedule were among the least favored choices among teachers.



Graphic n°7

This visual representation delves into the motivational factors that teachers consider most valuable in their profession during the COVID-19 pandemic. Once again, job stability takes precedence as the most crucial aspect during this challenging period. In contrast, extrinsic motivational factors, such as the social environment, rank lower among teachers. This shift can be attributed to the predominantly virtual nature of lessons throughout 2020, transitioning to a blend of virtual and physical lessons starting in March 2021.

Drawing connections between graphics 13 and 14 reveals interesting insights. Notably, job stability emerges as the paramount extrinsic factor among teachers in the institution. Additionally, a noteworthy observation is the change in the ranking of the "Having wage" factor. Before the COVID-19 pandemic, teachers placed it in the third position, but during the pandemic, it moved up to the second position. This suggests that the sense of stability and adequate compensation are key motivational aspects that teachers seek to maintain motivation in their roles amid the challenges posed by the pandemic.

CONCLUSIONS

Motivation varies among individuals, influenced by a multitude of factors unique to each person. It is crucial to recognize the interplay of personality and environment when addressing the motivation of teachers, as evidenced in the graphics. The pandemic has

underscored the significance of stability, particularly notable among married teachers. Single professors, on the other hand, seek stability to cover their needs and acquire goods. The impact of the pandemic is evident in the transformation of various aspects within the teaching profession, reinforcing certain motivational factors. Through data analysis, it became apparent that perceptions of success or failure significantly influence motivation. The diversity in interpretations of success contributes to the nuanced ways in which motivation can either increase or decrease for each individual. Notably, salary and stability remain constant as the most pivotal extrinsic factors, both before and during the COVID-19 pandemic.

Aligned with the first specific objective, the research aimed to identify extrinsic motivational factors influencing teachers' personal satisfaction or dissatisfaction at Liceo Experimental Bilingue La Trinidad de Moravia in the English subject, both before and during the pandemic. Professors from the institution provided crucial information, contributing to essential conclusions.

After analyzing ten surveys and conducting two interviews, key aspects related to motivation were identified, including:

Compensation Perks and allowances Professional stability Collegial relationships
Guidance and mentorship Acknowledgment/prestige/incentives Positive work
conditions/environment Intellectual stimulation

It has been emphasized that educators clearly articulated the primary motivational factors, reinforcing the notion highlighted in the first objective. In alignment with the specific second objective, the aim was to ascertain whether extrinsic elements such as salary, school environment, support, or educational progress predominantly drive a teacher's motivation in their profession.

The analysis indicated that salary and job stability continued to be the most significant extrinsic factors for the surveyed population. This underscores the pandemic's impact, underscoring the heightened importance of secure employment, allowing for personal decisions in an environment that provides a sense of protection.

As illustrated in previous charts, while not all teachers perceive themselves as adequately compensated, the unanimous consensus was a desire to remain in the profession until retirement. This sentiment underscores the profound affinity teachers have for their roles, indicating that not every aspect of life should be exclusively tied to monetary considerations.

Professional growth emerged as a notable area for improvement within the institution, emphasizing that training and technical preparation are pivotal in enhancing the overall quality of teaching. Beyond this, it is noteworthy that the teacher from instrument number two predominantly prioritized aspects related to salary, possibly indicating a phase of acquiring material possessions. In contrast, the married teacher appeared to rely on spousal support, deeming a higher income unnecessary for elevated extrinsic motivation. Concluding the observations for the second objective, which sought to determine the primary motivating factors among teachers—whether related to salary, school environment, support, or educational progress—significant findings emerged. The research identified that a stable position with a secure income invariably fosters motivation. The surveys and interviews consistently highlighted the pivotal role of these factors in the teaching profession.

Shifting focus to the third specific objective, which aimed to discern any shifts in extrinsic motivation factors among teachers before and during the Covid-19 pandemic, intriguing patterns emerged. Despite the Public Ministry of Education (M.E.P.) being the central entity advocating for learning skills, its influence on teachers at the study center was not

explicitly demonstrated. A majority of educators did not attribute motivational significance to the training or seminars offered by the institution, both before and during the pandemic. This aspect adds a nuanced layer to the understanding of external motivational influences on teachers in the context of educational changes, even when endorsed by the highest educational authorities.

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