Teacher Education Strategy That Allows Developing Motivation towards Learning in College Students from Milagro City

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Abstract

An institution of higher education must be competent professionals, responsible and ethically; but how do? It is sufficient to teach? The answer is no; required educate the youth of the importance of the study. The above presented situation becomes more complex in universities, where students are adults who require a level of awareness to articulate their interests to the study and future opportunities the professionals being. Facing the problems of poor motivation to student learning and its impact on the low level of academic performance, research considers the objective of proposing the implementation of a teacher education strategy to develop the motivation to learn to increase academic achievement university students of Milagro City. The research methodology employed empirical, theoretical and mathematical method, added to this survey techniques for students at the State University of Milagro and interview teachers from the same institution, the results were: lack of interest in the study by of students in the first two levels or semesters, poor academic performance, low confidence in the internal potential for learning, a weak student performance and failure to answer the following questions: what you should know, expertise and know how to be to promote quality education and training professionals to respond to a global society?

Keywords: Teacher Education Strategy; Motivation; Learning; Academic Achievement.

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1.   Introduction

A proper learning and efficient academic performance require a very important factor as it is "motivation", which will allow students to generate greater interest and responsibility for their academic performance, improving day by day their level of competitiveness student and later professional.

The situation becomes more complex when analyzed the fact that college students are adults who require a level of awareness to articulate their interests with the study and future opportunities offered by being professionals. It is here where the teachers work taken greater relevance and commitment to teaching, requiring strategies that allow them to cohesion between the aspects of programmatic contents and empathy with students to the point for them generate an interest in the subjects.

Milagro State University currently has 14 years of creation, and in that time has undergone major transformations and changes that have taken her to be within the category B response to an academic work that has incorporated aspects holistic and humanistic of higher education. However, problems continue with the first levels or semesters, students who have managed to adapt to the University and get a level of awareness of its role and responsibility in quality of University students, to the point to present the following problems not in its entirety: "The little motivation towards learning in students of the first two levels of the State University of miracle and its incidence in the low level of academic performance"

Research has focused its object of study in the psycho-pedagogical process that occurs in the mentioned institution and its field of action in the motivation towards learning in students of the first two levels or semesters. The objective raised the study was to obtain a solid foundation on the issue and thus be able to take accurate decisions, including that of "Developing a teacher education strategy that will develop the motivation to learn to increase the academic performance of college students from the first two levels or semesters, taking as a unit of study at State University of miracle (UNEMI)"

To meet the goal proposal had to propose specific objectives and based on them, carry out the proposed study, these goals are:

Theoretically based teaching education strategy proposal. Diagnose the causes of the low motivation towards learning. Identify the motivations of students make their learning with interest activities. Select and systematise educational activities to structure the teacher education strategy.   As investigative course was decided, working with an Idea to defend, which is transcribed below: "the development of motivation is a factor of great importance for the / students take a positive attitude towards learning and thus improve their level of academic performance;" Therefore, through the implementation of a strategy educational teacher will develop the interest or motivation for learning in students of the first two levels or semesters at State University of miracle". Following the study variables and indicators' are shown in table 1.

2. Development

Every day presents new ideas to achieve the longed quality education and thus become critical, creative,

competent professionals, secure in their decision making and ethical, characteristics that are the result of an academic work that blends education with the holistic and humanistic.

Currently, education is no longer a mechanical activity and has become a task in which skills are developed to solve problems, it is reasoning critically, reflects and is given greater weight to the motivational and emotional difficulties, such as: the loss of interest, boredom, perceptions of lack of capacity, low expectations before the results, the high rate of anxiety when faced with a task. In this way, learning not only depends on teachers to attend the intellectual aspects of students but also aspects motivational and emotional to allowing them to recognize and control the emotions, the degree of motivation and willingness of students [1].

Table 1: Variables and indicators for research.

VARIABLES	
INDEPENDENT: Teacher education strategy.	**DEPENDENT**: Development of motivation towards learning.
INDICATORS OF MOTIVATION TOWARDS LEARNING	
• Participation active in classes (number of students that participate actively in cases) • Voluntary contributions in classes (number of students who voluntarily contribute in classes. • Performance of independent tasks (student number that meet its tasks) • Attendance (number of students who attend classes on a regular basis) • Punctuality (number of students who attend class punctually)	

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It is clear that the academic work of the universities is different from schools and colleges, but this does not mean that the teachers are simple exhibitors, they also have a responsibility to encourage the students to a motivation may emerge in them by the Studio and improve academic performance. The lack of motivation can actually become the core of the failure of students? that is the question which arises and gives step by the investigative process and leads to theoretical information that substantiate the study variables.

What is the motivation? The term motivation is derived from the latinmovere (move). The RAEL dictionary defines it in its third sense as mental test preparatory action to encourage or dare to run it with interest and diligence. The latter defines perfectly the concept to which we refer in the educational context. Most academically [2] defined motivation as the process that leads us towards the objective or goal of an activity, which instigates it and maintains it. Therefore it is more a process than a product, implies the existence of some goals, requires some activity (physical or mental), and is a determined and sustained activity.

Usually has differentiated between extrinsic and intrinsic motivation. Extrinsic motivation is that leads to the accomplishment of a task as a means to achieve an end. Therefore it depends on external incentives. Extrinsic incentives provide a satisfaction independent of the activity itself. Intrinsic motivation would be which does not

depend on external incentives, since they are inherent in the activity. Intrinsically motivated activities are interesting in themselves and do not need any reinforcement. They are not two opposing poles and are linked to a time and context [3].

Motivation focuses on internal personal factors such as needs, interests, curiosity and fun; other motivational criteria point to external environmental factors (offsets, social pressure, prestige, etc.). If we analyze the intrinsic and extrinsic motivation from a concept or traditionalist perspective, it is important to quote [4], who establishes two types: positive and negative motivation:

Positive motivation: Motivation linked to stimuli that arouse inspiration in the student at the time of the task. As for example, praises and praise, which can be of two types:

Positive-intrinsic motivation: arises in student interest or taste the task in a natural way, i.e., the task itself.

Motivation extrinsic positive: the interest part not the task in itself but on the advantages that will yield the task. They are oriented in Professor, the methodology applied or companions [4].

Reference [5] Concrete that intrinsic motivation does not depend on external incentives and is linked to the task itself. In addition, it increases the person the personal feeling of competence and self-determination, improving self-concept, self-esteem and fosters the development of autonomy. [6] Presented the idea that gave Deci and Ryan to the intrinsically motivating tasks, to consider them with an interest in themselves that makes it unnecessary to any external support .

The above concrete the importance of motivation in learning, especially when referring to university students, who must reach a level of awareness to awaken that intrinsic motivation for the study.

3. Study methodology:

 Research is descriptive, so was carried out a study of each variable, its theoretical basis for strengthening the idea to defend. In addition to be exploratory and work directly in the field of action with the unit of analysis (the UNEMI students).

The study methodology was based to the theoretical and empirical methods. Among the empirical survey and the interview, the first aimed at students and the second miracle State University teachers. Among the theoretical methods **Analytic-synthetic** to thoroughly study each variable, the **Inductive-Deductive,** to study the phenomena that occur in the UNEMI with students of the do first levels. Mathematical methods were also of great help to collect record and process data that were then analyzed.

3.1 Population and sample

The study population was comprised by students enrolled in the first two semesters of the UNEMI, which amounted to 620 in the first half of the year 2014, data provided by the General Secretariat. On that basis was

carried out the sample calculation using the formula from the International Center of Santiago of Chile hundreds statistics:

$$n= \frac{PQ.N}{(n-1) (E)^2 / (K)^2 + PQ}$$

After calculating the sample amounted to 186 students. This value corresponds to the sample less students who deserted at the time of applying data collection instruments. Should be noted that he worked with a margin of error of the 5%.

4. Analysis of the results

Presents a summary of the questions of the survey and the interview that allowed to collect information on the studied problems, in order to be processed and interpreted.

Survey applied to the students of the UNEMI

A)   Of the following options to select one that you think represents what is motivation.

B)   An interest in an activity and therefore make it with pleasure.

C)   Carry out an activity with displeasure

D)   Feel obliged to carry out any activity

E)   Avoid any activity

Table 2: What is motivation?

alternatives	replies	percentages
A	182	97.85%
B	1	0.54%
C	1	0.54%
D	2	1.07%
TOTAL	**186**	**100%**

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Analysis: The 0.54% of respondents thinks it is to feel obliged to carry out an activity. The 97.85% of students indicate that it is an interest in an activity.
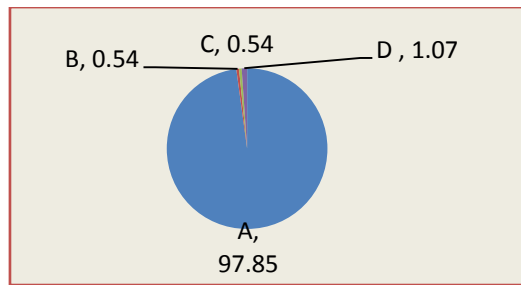
Figure 1: What is motivation?

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Table 3: Reasons to learn

alternatives	replies	percentages
A	141	75.81%
B	4	2.15%
C	41	22.04%
TOTAL	**186**	**100%**

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1. **Here are 3 reasons that make a student learn with interest¿which one applies to you?**

A)   Need internal obtain positive achievements in the study (maintain good performance) for satisfaction.

B)   Need to maintain a good performance in Exchange for a prize or to avoid punishment.
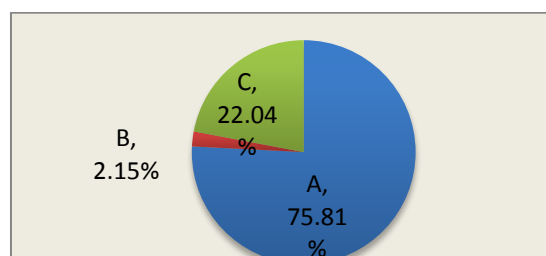
C)   A combination of the two previous alternatives.

Figure 2: Reasons to learn

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Analysis: 141 students (75.81%) studying with interest motivated by an internal need to maintain positive achievements that make them feel satisfied; 4 study by the need to maintain a good performance to avoid a punishment or change to get an award (external motivation) and 41 (22.04%) studying motivated by an internal need for improvement and overcoming and external motivation that reward them or avoid punishment.

2.   Select 2 alternatives. You study for:

A)   A) Conquer challenges

B)   B) Get surveys (brilliance)

C)   C) Avoid failures

D)   Increase self-esteem

Table 4: Alternatives that lead to study

alternatives	replies	percentages
AB	21	11,29
AC	26	13,98
AD	80	43,01
BC	15	8,07
BD	22	11,83
CD	24	12,90
Total	**186**	**100%**

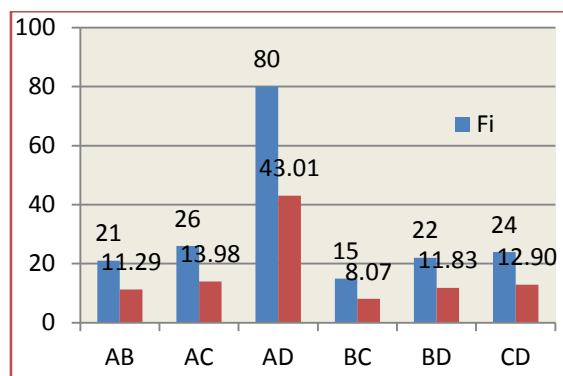**Prepared:** Ing. X. Zúñiga, Econ. R Espinoza, Cpa. H. Campos

Figure 3: Alternatives that lead to study

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Analysis: Are different factors that lead students to learn. There is a combination of internal and external factors. 48 young people (25.81%) studying to get challenges and avoid failures (external factors), 45 (24.19%) to conquer challenges and increase their self-esteem (external factors and internal factor) and 32 (17.20%) to conquer challenges and achieve recognition (external and internal factors).

3.   What factors do you consider to have highest incidence or significance in your performance as a college student? Selections 2 alternatives:

A)   Attention to the class
B)   B) Intelligence
C)   Environment and place of study
D)   Methodology for teachers
E)   E) Assessment System

Table 5: Factors affecting on the academic performance

alternatives	replies	percentages
AB	21	11,29
AC	26	13,98
AD	80	43,01
AE	15	8,06
BC	4	2,15
BD	14	7,53
BE	3	1,61
CD	18	9,68
CE	0	0,00
DE	5	2,69
Total	**186**	**100,00**

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Analysis: The 43.01% of students (80) considered that attention to classes and methodologies are fundamental for their academic performance, therefore, the performance of the institution through their teachers is the best way to enhance learning and teaching.

Interview the UNEMI teachers

This interview was conducted with a sample of 12 prestigious teachers of this institution, those who teach in the first levels.
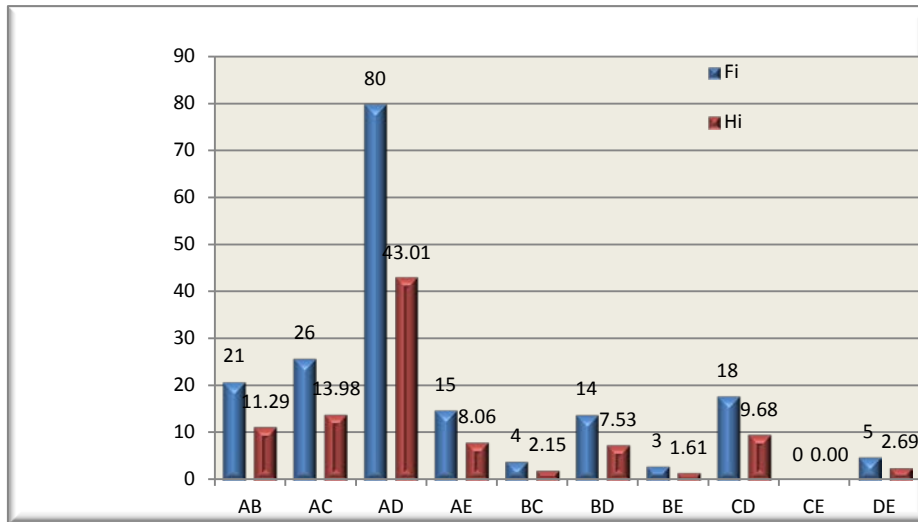
Figure 4: Factors affecting the academic performance

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Table 6: Interview teachers from the UNEMI results.

QUESTIONS	ANSWERS
1. What is for you. Motivation in the classroom?	All agreed that the motivation is the fundamental factor that predisposes students to meet their goals, determined that it is essential to explain the purpose of each class and the benefit that this represents in a future professional life.
2. It is considered that the contents of its subject meet the expectations of students?	Of the interviewed teachers (58.33%) answer that they did not that they preferred to start directly with the contents of each summary. While the other 5 (41, 67%) considered that they are used to State and explain the objectives before the each unit of study.
3. ¿Students have homework or extra research; i.e., additional work which has sent? ¿Why?	Rarely one that another student performs these tasks or investigations on their own. In addition 6 respondents (50%) assume that this is due to the lack of time in young people because some of them work. 6 other teachers (50%) believe that there is little interest to research.
4. Qué forma o técnicas de evaluación utiliza usted con sus estudiantes?	Todos ellos, 12 docentes (100%) respondieron que su forma de evaluar era a base de exposiciones e investigaciones y que consideran el desempeño que tenían los estudiantes durante sus clases.

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The responses of teachers allowed to know their work within the institution required participation in the classroom in a holistic way, still a need to implement educational strategies to motivate students and best academic results. No organization can improve without the collaboration of all its members, and organizational system need synergic work of all those who form part of it; so it is healthy that the UNEMI creates new forms of work that involves students, teachers and principals.

5. Conclusions:

According to the results of the research, it can be concluded the following:

Some teachers focus on the contents of the syllabus, driving them in exhibition form that does not arouse the interest in learning in students. This reinforces the need for a job where the teacher becomes the entity that guide the formation of knowledge.

Scarce information on University races leads to a level of desertion and to classroom students poorly motivated towards his career. Hence the need for the University to make a broadcast on races, its workforce and activities to develop.

Some teachers do not maintain empathy with students; this does not allow to create a holistic and humanistic environment that believes in student intrinsic motivation. The teacher must maintain empathy with their students and to achieve it is essential the implementation of instructional strategies where both sides to carry out a participatory and collaborative work.

The content covered in the classroom does not always respond to the requirements of the labour market; these should be adjusted and be consistent with the skills demanded by the labour market professionals.

Requires that teachers are aware of educational strategies that can be implemented to motivate their students. It is important that these strategies are based on unifying theory with practice.

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Annexes:

Teacher Education Strategy That Allows To Develop Motivation towards Learning In College Students From The Canton Miracle.

Activity 1: contests, exhibitions and research.

purpose	Actionstotake	results	participants	evaluation
Encourage the student to academic activities that can translate their knowledge, making learning interesting activity.	Choose theme. Presentation of the work.	Attention: interest in the topics. Relevance: Emphasis in learning. Confidence: Ability to put into practice the knowledge. Satisfaction: I desire to continue participating in this type of academic activities.	Teachingstudentsra cedirectors	Number of students participating in these activities. Number of contests in the semester. Number of subjects participating. Number of submitted research. Number of investigations subject to publication. Number of published scientific articles research.

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Activity 2: tutorials.

purpose	Actions totake	results	participants	evaluation
Enhance the performance of students in academic activities, achieving greater skills, which will result in better academic performance.	The teacher will meet the tutor function. The tutorials will be individual. The teacher must submit a weekly report of the progress of students. Tasks will be sent, mimas them that must be corrected and they will be added in the academic performance.	Attention: Greater student participation in these tutorials. Relevance: Greater attention from the students in different subjects, during the academic sessions. Confidence: The careers that fail subjects will be less and less. Satisfaction: Better academic performance by students.	Teaching studentsracedirectors.	Number of students who enroll in tutorials. Number of students attending tutorials. Number of students that has improved their scores after tutoring. Percentage of students who lose or fail subjects.

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