

## Analyzing Extrinsic Motivation Factors in English Teachers before and During the Covid-19 Pandemic.

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### ABSTRACT

Considering how trending is the topic, it was selected to be a start point for other people who would like to dive deep into the topic. This research is expected to be considered for investigators who want to expand the quantity of people analyzed in order to provide a positive impact for teacher's motivation and consequently the quality of their performance.

The purpose of this investigation is to examine teachers' extrinsic motivation factors and how it could increase their satisfaction or dissatisfaction in the job environment, considering the pandemic that affected Costa Rica since the beginning of 2020 and still nowadays during 2021.

There are multiple factors promoting / decreasing teacher's motivation, bringing out:

- class, curriculum,
- teacher behavior and personality,
- teaching methods,
- parental habits and involvement,
- family issues and instability,
- peer relationships,
- learning environment and
- assessment.

The role of teachers is essential everywhere, most of time students idealize teachers and try to copy them. The motivation of teacher is, therefore, significant as it directly affects the students.

**Keywords:** Trending, Extrinsic motivation, Satisfaction, Performance.

## **Análisis de factores de motivación extrínseca en profesores de inglés antes y durante la pandemia Covid-19**

### **RESUMEN**

Teniendo en cuenta la tendencia del tema, fue seleccionado para ser un punto de partida para otras personas que quieran profundizar en el tema. Se espera que esta investigación sea considerada por los investigadores que quieran ampliar la cantidad de personas analizadas con el fin de proporcionar un impacto positivo para la motivación de los profesores y, en consecuencia, la calidad de su rendimiento.

El propósito de esta investigación es examinar los factores de motivación extrínseca de los docentes y cómo podría aumentar su satisfacción o insatisfacción en el ámbito laboral, considerando la pandemia que afectó a Costa Rica desde inicios del 2020 y aún en la actualidad durante el 2021.

Existen múltiples factores que promueven/disminuyen la motivación de los docentes, destacando:

- la clase, el currículo,
- el comportamiento y la personalidad del profesor,
- los métodos de enseñanza,
- los hábitos y la participación de los padres,
- los problemas familiares y la inestabilidad,
- las relaciones con los compañeros,
- entorno de aprendizaje y
- la evaluación.

El papel de los profesores es esencial en todas partes, la mayoría de las veces los alumnos idealizan a los profesores e intentan copiarlos. Por lo tanto, la motivación del profesor es importante, ya que afecta directamente a los alumnos.

**Palabras claves:** Tendencia, Motivación extrínseca, Satisfacción, Rendimiento.

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## **INTRODUCTION**

Motivation and motivational extrinsic factors are generally believed to affect teacher's performance in their job and personal life. This investigation is focused on how factors in teachers from Liceo Experimental Bilingue La Trinidad de Moravia changed previous pandemic Covid 19 and during the virus.

Specifically, the study sought to identify factors of motivation that lead to teacher's job satisfaction and dissatisfaction in the investigated public institution. The study employed a descriptive survey research design. Research techniques employed were interview and questionnaire.

The sample consisted of twelve teachers from Liceo Experimental Bilingue La Trinidad de Moravia from the English subject, two of them randomly selected to perform a more personalized interview and the other ten teachers given a survey to be completed through Windows forms.

Considering how trending is the topic, it was selected to be a start point for other people who would like to dive deep into the topic. This research is expected to be considered for investigators who want to expand the quantity of people analyzed in order to provide a positive impact for teacher's motivation and consequently the quality of their performance.

## **BACKGROUND OF THE PROBLEM**

According to Organización Mundial de la Salud (2018), the Wuhan Municipal Health Commission (Hubei Province, China) reports a cluster of pneumonia cases in the city. Later it is determined that they are caused by a new coronavirus.

On January 12, 2020, China published the genetic sequence of the virus causing COVID-19. Based on Ministerio de Salud of Costa Rica (2020), they reported that the first confirmed case imported by COVID-19 in Costa Rica was registered after the results obtained by Inciensa (Costa Rican Institute for Research and Education on Nutrition and Health). A 49-year-old American woman, who was isolated, along with her husband in a San José lodging.

Teaching has moved online, with virtual classes on a scale never seen before, but that has highlighted concerns that digital poverty is marginalizing some children: even in developed economies, like the UK, there is a significant minority who do not have

access immediately to a device of their own that they can use for their homework. (Organization for Economic Co-operation and Development, 2020).

Public Ministry of Education (M.E.P.), in its effort to ensure the comprehensive safety of students and educational communities, of the officials of the institution and users of their facilities, made effective the suspension of classes in Liceo Nocturno de Desamparados due to the first Covid 19 case on March 10, 2020, in this specific moment Costa Rica had to start developing a plan to respond in a fast and accurate way to the pandemic.

In Mid-March of 2020, the Public Ministry of Education (M.E.P.) made the decision to postpone the educational process in the face-to-face mode and begins the strategy for pedagogical mediation using virtual sessions.

### **JUSTIFICATION OF THE TOPIC**

The purpose of this investigation is to examine teachers' extrinsic motivation factors and how it could increase their satisfaction or dissatisfaction in the job environment, considering the pandemic that affected Costa Rica since the beginning of 2020 and still nowadays during 2021.

The research is expected to be worth investigated since provides a broader perception of the current situation in Costa Rica, working also as a basis for further investigations in this field since pandemic came to change everything over the world.

#### ***General objective***

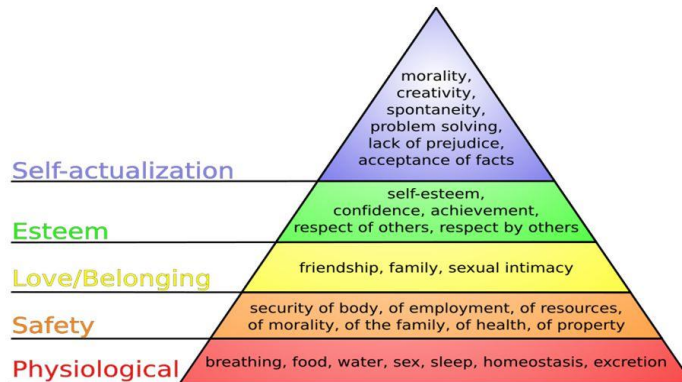
- To analyze extrinsic motivation factors that influenced English teachers in Liceo Experimental Bilingue La Trinidad de Moravia throughout the year 2020 during the Covid-19 pandemic.

#### ***Specific objectives***

- To identify extrinsic factors of motivation that led teachers' personal satisfaction or dissatisfaction in Liceo Experimental Bilingue La Trinidad de Moravia in the English subject before and during the Covid-19.
- To determine if extrinsic factors like wage, school environment, assistance or educational progress are the main aspects that motivate a teacher in their job.
- To differentiate the extrinsic motivation factors in teacher before the pandemic of Covid 19 and the ones during the virus.

According to a publication made by Robertson C. (2016), motivation is derived from Latin words “*movere*” which means, “to move”. Motivation is the result of processes, internal or external to the individual, that arouse enthusiasm and persistence to pursue a certain course of action.

### MASLOW LEVELS OF PYRAMID



**Figure N°1**

Maslow (1943) in his book *A Theory of Human Motivation* related to the theory Hierarchy of Needs, stated that people are motivated to achieve certain needs and that some needs take precedence over others. The most basic need is for physical survival, and this will be the first thing that motivates behaviors. Once that level is fulfilled, the next level up is what motivates, and so on.

Cole and Harris (2017) mentioned that motivation is a term used to describe those processes, both initiative and rational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger off human behavior. Motivate is a transitive verb, which means to give somebody an incentive, to give somebody a reason or incentive to do something. The exceptional leader realizes it is his/her responsibility to provide a highly motivating environment for employees.

Up to this point, it can be said that there are multiple factors promoting / decreasing teacher's motivation; bringing out:

- class, curriculum,
- teacher behavior and personality,
- teaching methods,
- parental habits and involvement,

- family issues and instability,
- peer relationships,
- learning environment and
- assessment.

The role of teachers is very important everywhere, most of time students idealize teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the students. The importance of motivation in imparting education has raised many questions as:

- ✓ “What is actually motivation?”
- ✓ “What are the factors which promote motivation in students?”
- ✓ “Why teachers’ motivation is important?”
- ✓ ” The motivation of teachers is affected by many factors.

Recognizing the critical role of teachers to ensure successful education reforms, the need for the teaching profession to adapt to, and be more relevant for Costa Rica. Teachers will feel more valued once their voice is heard but mainly used as basis for changes within the society; it promotes engagement and innovation at classroom level and identifies solutions proposed to the major pedagogic and professional development issues affecting the teaching environment.

Giving value to teachers’ expertise and giving them power to adapt education contents and contextualize teaching practices in view of students’ progress and classroom contexts, while keeping national standards and curriculum coverage in the country.

#### **METHODOLOGICAL FRAMEWORK**

For the analysis in process, the temporary dimension is transversal which according to Hernández, Fernández and Batista (2014) and, “is suitable for analyzing the relationship between a set of variables at a specific time, clearly defined by the pandemic in other words, this research takes place in the current time, defined by all the changes that pandemic came to generate.

This research is based on a hybrid approach, a mixture between quantitative and qualitative, as Hernández, Fernández and Batista (2014) mentions “It is considered that every individual, group or social system has a unique way of seeing the world and understanding situations and events, which is built from their experience and through research, we must try to understand it in context”.

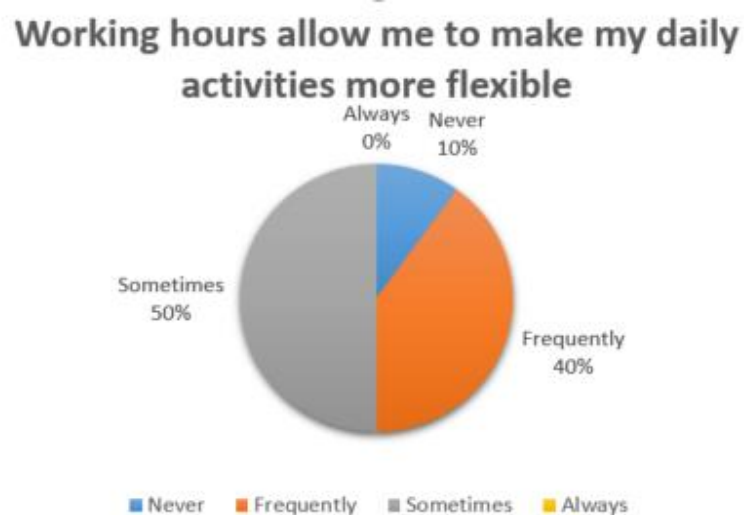
This investigation contains first-hand sources to collect the information. The members of this project provided important facts and data for the investigator to support his thesis.

Moreover, English professors from Liceo Experimental Bilingüe La Trinidad, facilitated details that contributed with the research. This information about what is considered should appear in an entry profile of an English professor, characteristics, qualities, abilities, and interpersonal skills that promote a better teaching-learning process.

### **DATA ANALYSIS AND INTERPRETATION**

It is shown the analysis and results of the data gathered through the survey and interview. The goal of this chapter is to look into the facts that have been gathered and turn them into useful information that will lead to an answer and/or resolution to the problem question.

Furthermore, the analysis of the used instruments is meant to serve as a gate for the research's goals. To provide an accurate and easy-to-follow representation, the investigation results are exemplified by written analysis and graphics. After that, each graph is examined. Their significance to the study is explained, giving a more complete picture of the results.



**Figure N° 2**

It can be appreciated that five teachers sometimes have time for their daily activities, four teachers frequently distribute their time to perform all the activities, while only one teacher never has a change to complete the daily activities.

Something interesting in this graphic is that any of the teachers believe that the working hours allow them to perform all the duties, reflecting how demanding the English teaching position is.



Figure N° 3

Facilitators answered that they frequently feel their job stressful, 20 % of the interviewed teachers feel always overwhelmed by stress in their job, three teachers determine that sometimes their find stress and any of them believe that their position lacks of this condition, showing that in higher or reduced quantity, stress will be always present while teaching.

#### Did Covid 19 changed your motivation while teaching?

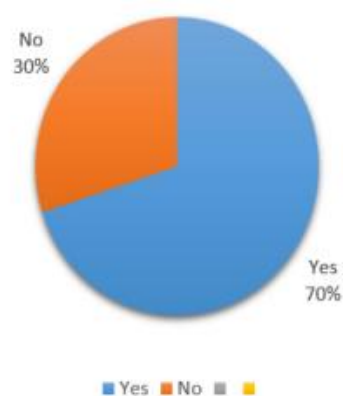


Figure N° 4

As the main aspect during this research, motivation is being analyzed in this graphic to determine if Covid changed enthusiasm within teachers.

Seven teachers represented in blue agree that motivation changed and just three of them kept the same one they used to have before pandemic.



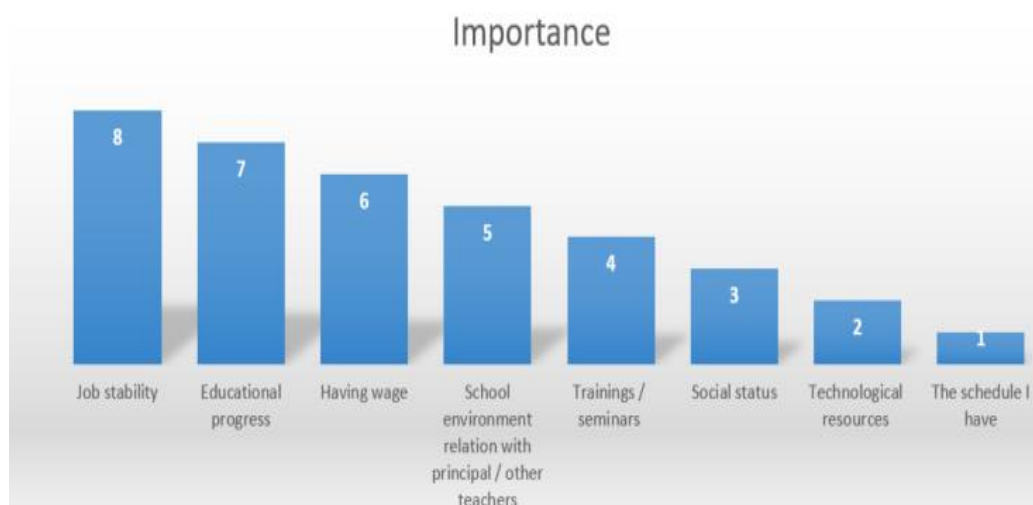
### Do you perform well during virtual sessions?



**Figure N° 5**

As the main aspect during this research, motivation is being analyzed in this graphic to determine if Covid changed enthusiasm within teachers.

Seven teachers represented in blue agree that motivation changed and just three of them kept the same one they used to have before pandemic.



**Figure N° 6**

In this graphic, the motivational factors that teachers believed were the most valuable related to their profession previous the pandemic Covid 19 were analyzed.

Job stability was rated as the most important aspect previous pandemic and extrinsic motivational factor as the schedule was the less selected within teachers.

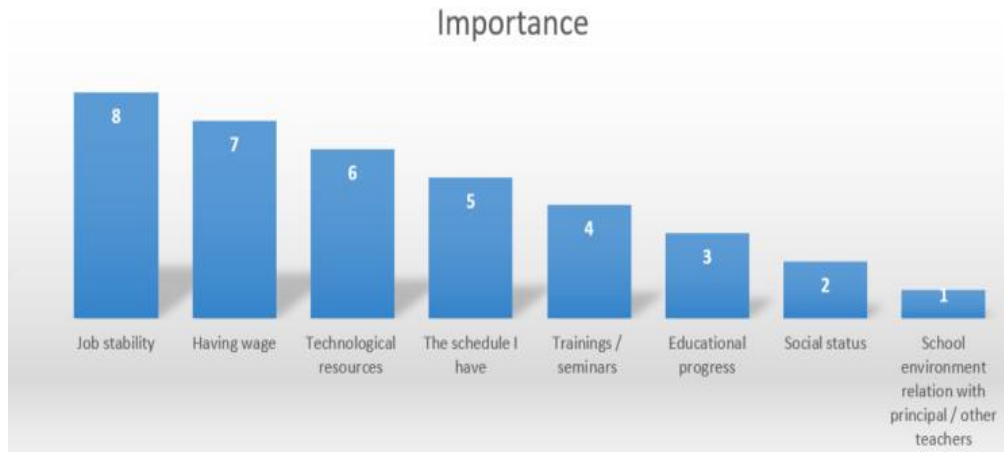


Figure N° 7

In this graphic, the motivational factors that teachers believed are the most valuable related to their profession during the pandemic Covid 19 were analyzed.

Job stability was rated again as the most important aspect during pandemic and extrinsic motivational factor like the social environment was the less selected within teachers since most of lessons during 2020 were developed virtually, starting March, 2021 there is a mixture between virtual and physical lessons.

Besides previous analysis, it can be made some connections between graphics 13 and 14; for example, it is showed that Job stability is the most important extrinsic factor within the teachers from the institution.

Another conjecture is that before pandemic Covid 19 teachers placed “Having wage” in place number three but during this virus, teachers selected this factor as the second most important, showing that the sense of having stability and being reimbursed are motivational aspects that teachers require to feel motivated in their job.

## CONCLUSIONS

People will be motivated by a range of factors and these are different for every person, besides this it has to be considered that personality and the environment both need to be considered when motivating teachers. As represented in graphics, pandemic reinforced how important is stability in teachers, which is more noticeable in married teachers, meanwhile single professors require this stability in order to be able to cover an acquire goods and needs.

It was found out that pandemic came to change many aspects within teachers and to reinforce other ones regarding motivation in professors.

After the analysis of data, it was inferred that what is attributed to success or failure will have an effect on our motivation. Based on analysis made, it came to the idea that success has many interpretations as motivation can be increased or decreased in a different way for everybody, remarking as a common constant salary and stability as the most important extrinsic factors previous and during Covid 19 pandemic.

According to the specific objective number one, the researcher of the investigation intended to identify extrinsic factors of motivation that led teachers' personal satisfaction or dissatisfaction in Liceo Experimental Bilingue La Trinidad de Moravia in the English subject before and during the Covid-19. For this purpose, as explained in the previous chapters, professors from the institution contributed with relevant information that provided essential conclusions for this research.

It was identified after the application of the ten surveys and two interviews that main aspects related to motivation are the follow ones:

- Salary
- Fringe benefits
- Job stability
- Relationship with colleagues
- Mentoring
- Recognition/prestige/rewards
- Good working condition/environment
- Intellectual motivation

It has been empathized that teachers analyzed clearly expressed that those are the main motivational factors, reinforcing the idea represented by the objective number one.

According to the specific objective number two, which was to determine if extrinsic factors like wage, school environment, assistance or educational progress are the main aspects that motivate a teacher in their job.

Wage and job stability kept being the most important extrinsic factors for the population analyzed, showing that pandemic came to reinforce the need of having a reimbursed position, where you can take personal decisions since you feel protected and secured by the employment.

It can be expressed that as represented in previous graphics, even though not all the teachers believe they are well paid, all of them concluded that they would like to stay in this profession until retirement. It shows the level of affinity they reflect and that not everything should be related to money in life.

Professional growth would be considered an area of improvement within the institution since training and technical preparation are key factors that will definitely increase the quality of teachers.

Besides previous information, it can be reminded how single teacher from instrument number two chose aspects related to wage as the most important extrinsic factors, showing that he/she is supposedly starting to acquire material possessions, meanwhile the other teacher who is married had the support of her husband and does not require a higher income to increase her/his extrinsic motivation.

At the end of the conclusions, for the objective number two that aimed to determine if aspects like wage, school environment, assistance or educational progress are the main aspects that motivate a teacher in their job, important findings were found out to this research.

It was identified that definitely a teacher with a stable position and secure wage will be always motivated, throughout the surveys and interviews it was evidenced how important those aspects are in the teaching field.

According to the specific objective number three, which was to differentiate the extrinsic motivation factors in teacher before the pandemic of Covid 19 and the ones during the pandemic.

Moreover, even Public Ministry of Education (M.E.P.) is the maximum entity promoting learning skills; it is not strictly showed nor applied to teachers in the study center. Most of professors did not rank training or seminars offered by the institution as motivational factors that can lead to satisfaction or dissatisfaction, not even previous or during pandemic Covid 19.

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