

Motivation of Teachers Teaching English in Public and Private Schools

Isabel Bejarano Restrepo

Universidad Tecnológico de Antioquia, isabel.bejarano@correo.tdea.edu.co

This bibliometric review analyzes the scientific production related to the variables of school education, teachers, and motivation, as registered in the Scopus database during the period 2018-2023 by Latin American institutions. The primary objective of the study was to identify and characterize the volume of publications, resulting in a total of 169 documents. The information collected was organized using graphs, categorizing it by year of publication, country of origin, area of knowledge, and type of publication. The results indicate that Brazil is the Latin American country with the highest number of publications, with a total of 53 scientific papers. The Social Sciences area demonstrated the greatest productivity in terms of bibliographic contribution, with 110 documents. Journal articles accounted for 75% of the total publications. This analysis also includes a qualitative study on the positions of various authors in relation to the topics addressed, providing a comprehensive view of the current state of research in this field. Among the principal findings is the conclusion that a motivated teacher will be of fundamental importance in the student's learning process. This is because the teacher becomes a role model, which stimulates and facilitates active participation in the classroom.

Keywords: School Education, Teachers, Motivation, Motivation.

1. Introduction

It is evident that the motivation of the foreign language teacher has a significant impact on the development of the student's learning. It is important to note that motivation is not activated automatically, nor is it privatized from the beginning of the activity or task. Rather, it covers the entire teaching and learning episode. In order for a favorable disposition for study to persist or increase, both the student and the teacher must perform certain actions before, during, and at the end of the episode. This is in accordance with the findings of Liñán (2009).

In this context, the teacher's role is to provide students with the opportunity to express ideas, opinions, and feelings in a variety of contexts. In general, teachers exert a significant influence on students, as their authoritative figure and source of wisdom tends to facilitate attention in class (Ausubel, 1976). The creation of educational environments conducive to participation and motivation is a challenging task that necessitates not only knowledge and experience but also the personal motivational factor to achieve academic excellence (Dörnyei, 2001).

In accordance with González (2003), the contemporary era is characterized by the demand for new knowledge, new skills, and new social demands. Teachers are frequently confronted with stressful situations. Among the factors that may contribute to the demotivation of teachers are workload, poor relationships with colleagues and managers, a lack of information, difficulties with students, educational reforms, a reduction in social respect for teaching, and individual factors, among others.

The role of the teacher in the classroom is of great consequence to the learning process of the student. As Liñán (2009) posits, the attitudes, behaviors and performance of the teacher in the classroom can engender a greater sense of involvement and motivation in the student with regard to the subject matter. Consequently, the lack of motivation among students cannot be attributed solely to the absence of activities designed to meet expected expectations. It is also contingent upon the extent to which students are encouraged to participate actively throughout the academic year.

In addition to considering the motivation of students, it is crucial to address the motivation of educators who teach a second language, such as English, in both public and private educational institutions. The motivation of teachers can have a significant impact on their performance and the quality of the instruction they provide. Factors such as professional recognition, opportunities for professional development and ongoing training, the work environment, and support from educational institutions are significant determinants of teacher motivation. Empirical evidence indicates that teachers who are motivated are more likely to be innovative and effective in the classroom, which would result in improved academic outcomes (Martínez, 2001). For this reason, this article seeks to describe the main characteristics of the compendium of publications indexed in the Scopus database related to the variables of School Education, Teachers, and Motivation. In addition, the affiliations of certain authors are described during the period from 2018 to 2023.

2. Methodology

The present bibliometric review was conducted with the objective of analyzing the scientific output pertaining to the variables of school education, teachers, and motivation, utilizing the Scopus database during the period spanning 2018 to 2023. The methodology employed for this review is outlined in the following section.:

2.1 Definition of Objective and Scope

The primary objective was to identify and characterize scientific publications within the study area. The period of analysis spanned from January 2018 to December 2023, and all relevant publications in English and Spanish were included in the analysis.

2.2 Literature Search

A comprehensive search was conducted in the Scopus database using the following keywords: In order to narrow the search results, Boolean operators were employed to combine the search terms "school education," "teachers," and "motivation" (AND):

TITLE-ABS-KEY (school AND education, AND teachers, AND motivation) AND
PUBYEAR > 2017 AND PUBYEAR < 2024 AND (LIMIT-TO (AFFILCOUNTRY ,
Nanotechnology Perceptions Vol. 20 No. S6 (2024)

"Brazil") OR LIMIT-TO (AFFILCOUNTRY , "Chile") OR LIMIT-TO (AFFILCOUNTRY , "Mexico") OR LIMIT-TO (AFFILCOUNTRY , "Ecuador") OR LIMIT-TO (AFFILCOUNTRY , "Peru") OR LIMIT-TO (AFFILCOUNTRY , "Colombia") OR LIMIT-TO (AFFILCOUNTRY , "Cuba") OR LIMIT-TO (AFFILCOUNTRY , "Argentina") OR LIMIT-TO (AFFILCOUNTRY , "Uruguay") OR LIMIT-TO (AFFILCOUNTRY , "Dominican Republic") OR LIMIT-TO (AFFILCOUNTRY , "Costa Rica") OR LIMIT-TO (AFFILCOUNTRY , "Puerto Rico") OR LIMIT-TO (AFFILCOUNTRY , "Panama") OR LIMIT-TO (AFFILCOUNTRY , "Bolivia")))

The initial search yielded a total of 169 articles.

2.3 Study Selection

The following inclusion criteria were applied:

✓ Relevance of the subject

The studies selected for analysis are in alignment with the objective outlined in this document, ensuring that the results obtained are concise, clear, objective, and consistent with the stated purpose.

✓ Date of publication

Studies published within the period 2018-2023 are included.

✓ Type of study

Documents reported in Scopus are analyzed, without distinction of their type. Journal Articles, Conference Articles, Books, Book Chapters, Reviews, among others.

✓ Language

The search is carried out in Scopus with the variables in English, ensuring that the results are reported in that language, thus ensuring the universality of the documents consulted.

✓ Source of publication

Studies published in peer-reviewed scientific journals are preferred, guaranteeing a minimum standard of quality and academic rigor.

2.4 Data Analysis

Various bibliometric analyses were conducted, including:

Co-occurrence network analysis: to visualize relationships between co-cited studies. Data were analyzed and visualized using VOSviewer software, allowing the creation of network maps and distribution graphs.

Publication count: To determine the number of studies published per year.

Publications by country of origin: In order to know the distribution of scientific production according to country of origin.

Influence of the areas of knowledge: to identify the influence of the different areas of knowledge in the execution of research work related to the variables studied.

Type of publication: To determine the number of publications corresponding to each type of format accepted in Scopus.

2.5 Data Visualization

Figures were prepared to represent the distribution of publications by year, country, area of knowledge and type of publication.

In addition, heat maps were generated to visualize the density of publications by country and network diagrams to show the co-occurrence of keywords.

2.6 Interpretation and Discussion of Results

The patterns and trends observed in the bibliometric data were interpreted, comparing them with previous studies and discussing their implications for the research field.

Emerging areas of research and gaps in the current literature were identified.

3. Results

3.1 Cooccurrence of words

Figure 1 allows to identify a res diagram to show the co-occurrence between the keywords identified in the data search for the proposed bibliometric analysis.

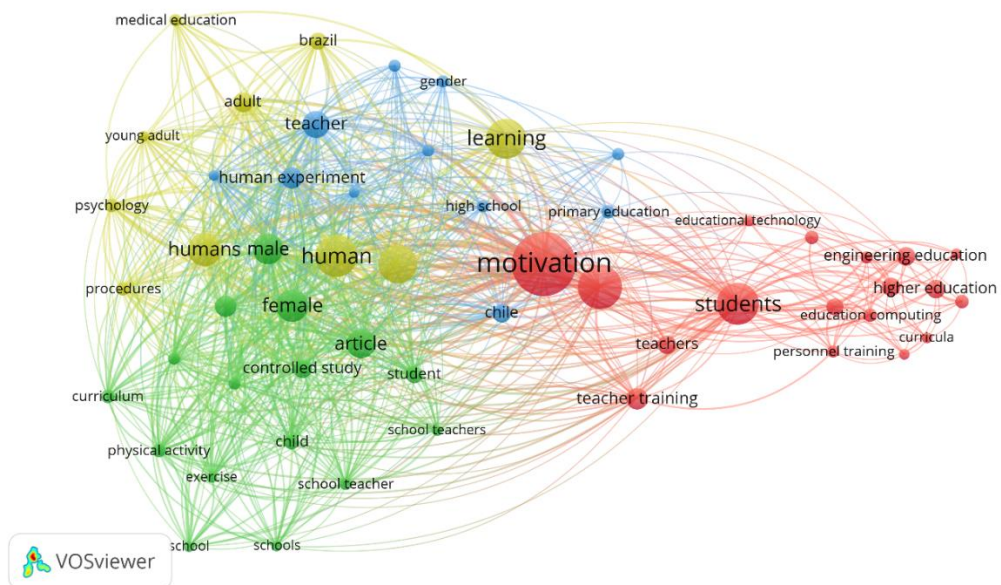


Figure 1. Cooccurrence of words

Source: Own elaboration (2024); based on data exported from Scopus.

The term "motivation" was identified as the most frequently occurring keyword in the studies identified through the execution of Phase 1 of the Methodological Design proposed for the *Nanotechnology Perceptions* Vol. 20 No. S6 (2024)

development of this article. The variable "teacher" is among the most frequently used variables, associated with variables such as "learning system," "English," "students," "primary education," and "higher education." From the above, it is noteworthy that motivation stimulates and favors learning, as evidenced by (ALEMÁN 2018). This is particularly evident when students encounter a second language, as they are forced to adapt to new structures and cultural factors with which they are not familiar. In light of this new reality, it is imperative that motivational resources be both convincing and effective to ensure that they do not negatively affect the learning process. The manner in which English language teaching is conducted in institutions varies depending on the country and culture in which it is carried out (RICARDO 2002). However, motivation, as an essential element in any learning process, must be a constant to be used as an infallible resource for interaction between teachers and students, without losing sight of the dynamic and changing aspect of education. During the learning process, motivational factors may include the teacher and their teaching style, the use of technological resources, audiovisual materials, cultural exchange, and interactive activities. These factors can enhance student motivation and academic and professional success.

3.2 Counting publications

Figure 2 shows the distribution of scientific production according to the year of publication.

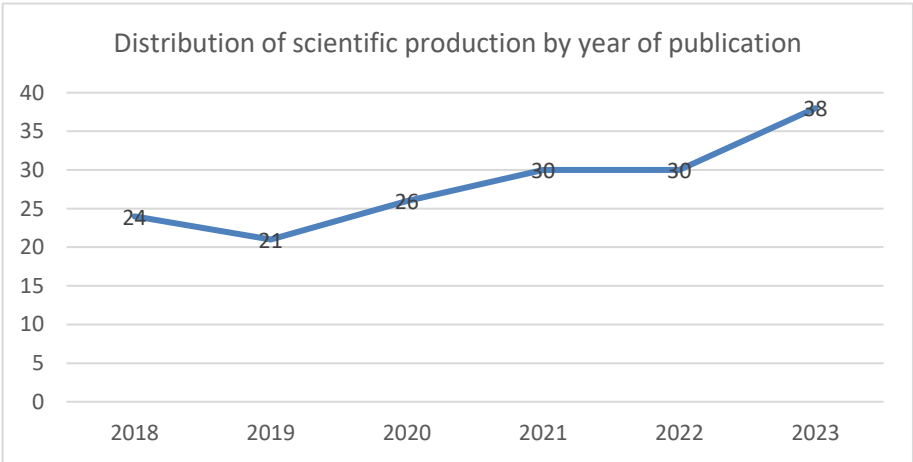


Figure 2. Annual distribution of scientific production

Source: Own elaboration (2024); based on data exported from Scopus.

As illustrated in the preceding figure, the growth of scientific production around the variables of school education, teachers, and motivation has been considerable in terms of the volume of annual records. In 2018, the global total was 24 publications, while in 2023, there were 38. Among the most noteworthy articles published in the past year is one entitled "Teacher Motivation in Chile: Motivational Profiles and Teaching Quality in an Incentive-Based Education System" (Órdenes, 2023). This study utilized survey responses from Chilean teachers participating in TALIS 2018 to examine the extent to which these data reveal distinct motivational profiles among Chilean teachers. Furthermore, it examines the impact of these profiles on the quality of teacher education. In order to provide conceptual support for the analysis and exploration of the data, this article makes use of agency theory and public service

motivation theory. The results of the study were obtained through the use of latent class analysis and multivariate regressions with survey methods. These analyses revealed the existence of three distinct motivational profiles: utility-laden, modal, and socially charged. Among the identified profiles, those classified as "modal" appear to exhibit superior teaching quality compared to the other profiles. The results indicate that teacher profiles are more diverse in terms of work motivation and teaching quality than previously described in the literature.

3.3 Publications by country of origin.

Figure 4 shows how scientific production is distributed geographically.

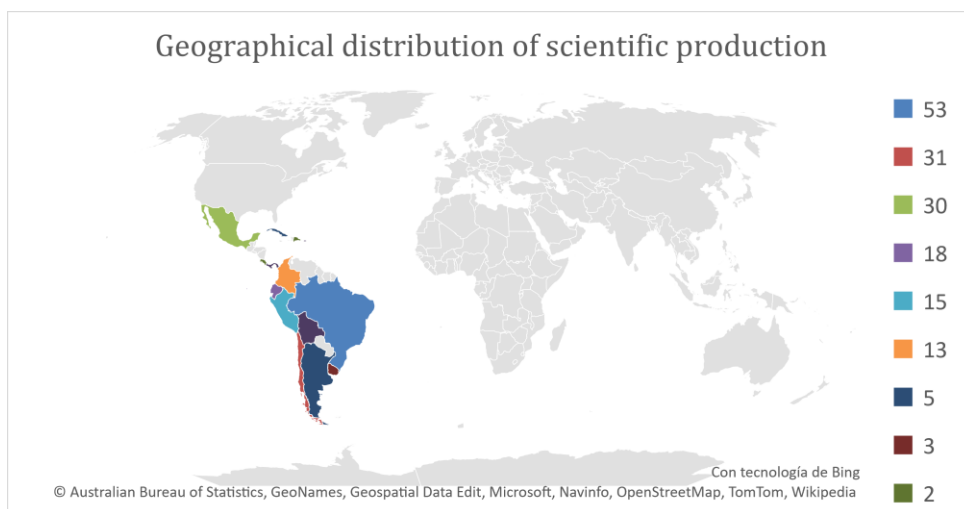


Figure 3. Geographical distribution of scientific production.

Source: Own elaboration (2024); based on data provided by Scopus.

In examining the distribution of scientific production by country of origin, the records emanating from institutional sources were taken into account, thereby establishing Brazil as the country of origin for the aforementioned community and the entity with the highest number of publications indexed in Scopus during the period spanning 2018 to 2023. The total number of publications from Brazil during this period was 53. In second place, Chile with 31 scientific papers, and Mexico in third place, presenting to the scientific community with a total of 30 papers, including the article entitled "Beliefs of university students from the state of Chihuahua about learning English." The purpose of this research is to describe and analyze the beliefs about learning English of 261 students in their sixth semester of a bachelor's degree in elementary education or preschool education, attending one of the three normal schools in the state of Chihuahua, Mexico. The information on students' beliefs can be utilized by teachers in their classroom methodology, teaching approach, and second language curriculum design. The study employs a quantitative approach and a non-experimental design with a longitudinal approach, utilizing the survey method and the BALLI (Beliefs about Language Learning Inventory) instrument created by Horwitz (1987). The findings indicate that students place a high value on practice and repetition for learning a second language. Furthermore, they consider grammar and vocabulary to be of significant importance, with a greater emphasis

Nanotechnology Perceptions Vol. 20 No. S6 (2024)

placed on linguistic exposure than on cultural aspects of the language.

3.4 Distribution of scientific production by area of knowledge

Figure 4 shows the distribution of scientific production, according to the prevalence of theories in different areas of knowledge.

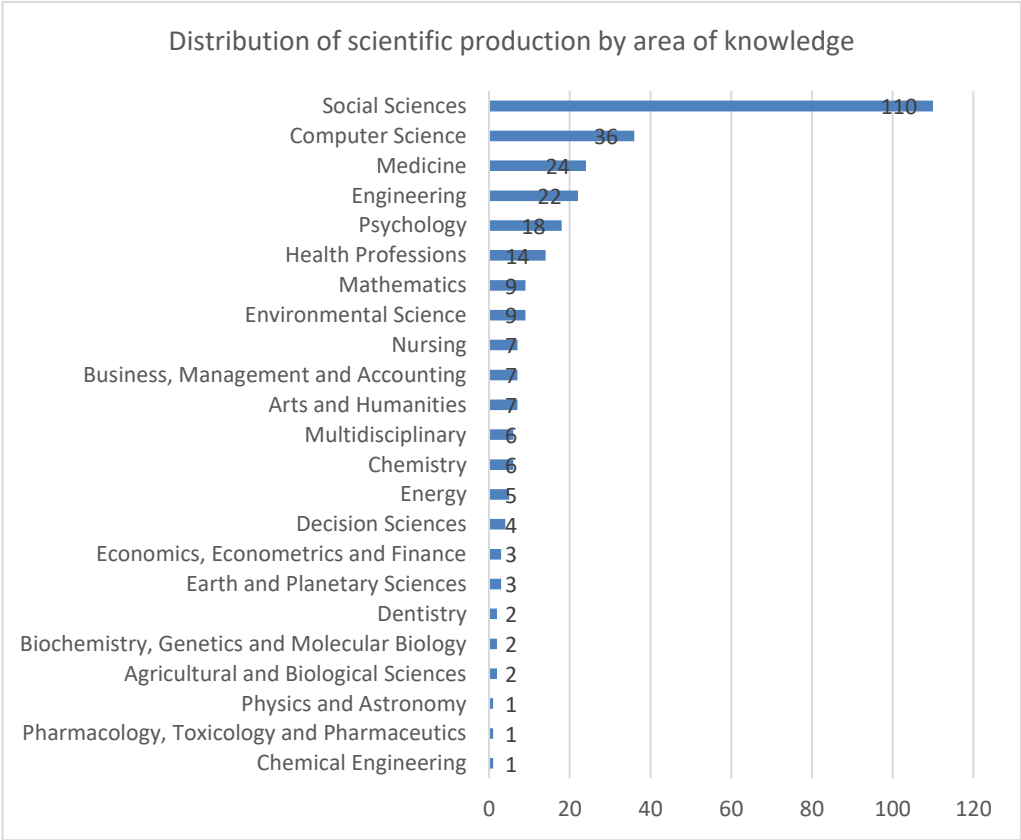


Figure 4. Distribution of scientific production by area of knowledge.

Source: Own elaboration (2024); based on data provided by Scopus.

The field of social sciences exhibited the highest number of publications registered in Scopus, with a total of 110 documents. These publications were based on methodologies related to school education, teachers, and motivation. Second place was occupied by Computer Science, with 36 articles, while Medicine came in third with 24. The above can be explained by the contributions and studies of different branches of knowledge. The article with the greatest impact was registered by Social Sciences entitled "Project-based learning as a methodology to improve reading and comprehension skills in the English language" (Imbaquingo, 2023). The objective of this study, as outlined by Imbaquingo (2023), was to examine the efficacy of project-based learning (PBL) as a pedagogical approach to enhance English reading proficiency among ninth-grade students in an educational institution situated in Quito. The research employed a mixed methods approach, combining a descriptive nature with a comprehensive literature review from reputable sources such as ScienceDirect, Scopus, MDPI, *Nanotechnology Perceptions* Vol. 20 No. S6 (2024)

Web of Science, and Springer. The analytic-synthetic method was employed, integrating an observation guide to diagnose students' reading preferences and habits, in addition to questionnaires administered to 10 teachers and two institutional authorities to gather insights regarding their experiences with PBL. The primary objective was to enhance interest and proficiency in reading, reading comprehension, and related skills. Following the implementation of PBL, the 20 participating students exhibited enhanced motivation and demonstrated progress in their reading abilities. The students were engaged in meaningful and relevant projects that were aligned with their social and educational environments. The results demonstrate the efficacy of PBL as a pedagogical approach for the enhancement of English reading proficiency.

3.5 Type of publication

The following graph illustrates the distribution of bibliographic findings according to the type of publication produced by each of the authors identified in the Scopus database.

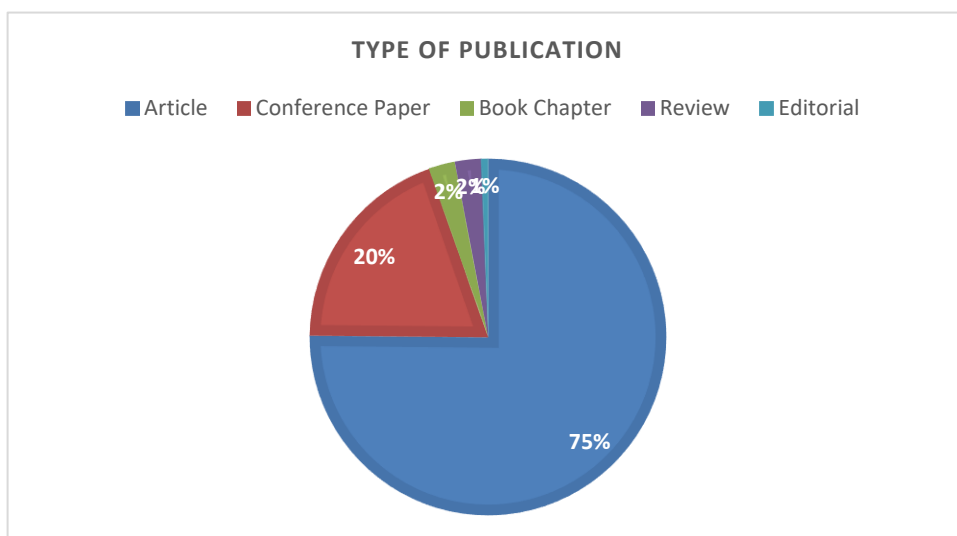


Figure 5. Type of publication.

Source: Own elaboration (2024); based on data provided by Scopus.

Figure 5 illustrates the diversity of scientific publications, with a clear predominance of articles and session papers. Additionally, reviews and book chapters are also represented in significant numbers. The other types of publications, although less frequent, provide a comprehensive overview of the distribution of academic and scientific work. A total of 75% of the publications were journal articles, representing the most common and dominant type of publication in this distribution. In second place, session papers represent 20% of the total number of publications. Book chapters, in third place, constitute 2% of the total number of publications, which allows to infer a significant number of publications dedicated to the review and summary of existing literature in a particular field. In this final category, the article entitled "Augmented Reality Strategy as a Didactic Alternative in Rural Public Schools in Colombia" stands out. (Sánchez-Obando, 2023) The objective of this study was to design a strategy based on augmented reality (AR) for didactic intervention in the classroom. The strategy allows students to interact with

Nanotechnology Perceptions Vol. 20 No. S6 (2024)

educational resources and break down barriers related to access to technology and role in learning processes. Educational activities were defined, and a mobile application based on AR was developed for schools in Samaná, Colombia. This application was integrated with the pedagogical moments of the educational model, simultaneously reinforcing the abilities of teachers to utilize information literacy and digital media (AMID skills) in their work. Instruments were employed to ascertain the advantages of the intervention in the classroom and the perceptions of students and teachers. The preliminary results indicate that the use of AR in learning activities in this rural school has the potential to foster closer engagement with technology among students and teachers, thereby motivating them and enhancing the efficacy of the learning process. Furthermore, the academic community has demonstrated a positive response to this initiative.

4. Conclusions

The bibliometric analysis conducted in this paper allows to conclude that, in terms of the geographical distribution of scientific production around the variables of School Education, Teachers, and Motivation, Brazil stands out as the country with the highest number of publications registered in Scopus during the period from 2018 to 2023, with a total of 53 papers. Chile follows with a total of 31 publications. With regard to the academic disciplines exerting the greatest influence on the writing and publication of research papers pertaining to the subject matter of this article, it can be observed that Social Sciences, Computer Science, and Medicine occupy a prominent position. The significance of implementing pedagogical strategies for teaching and learning English in public and private educational institutions enables educators to recognize motivation as a pivotal factor in any learning process. This recognition should be consistent and utilized as a reliable resource for interaction between teachers and students, while acknowledging the dynamic and evolving nature of education.

A motivated teacher is of fundamental importance in the student's learning process, as they serve as a role model, stimulating and facilitating active participation in the classroom. The role of the teacher in the classroom is of great importance, as they are prepared to provide support and guidance in the learning process, addressing any concerns that may arise, with the aim of enabling students to achieve their proposed goals through motivation and social context.

The success and satisfaction of teaching professionals is fundamental to advancement in any academic aspect, as a motivated teacher is better positioned to implement innovative processes and learning styles that enhance the academic quality of students. Motivation serves as the driving force behind consciousness; as such, activities that encourage reflection and critical thinking can facilitate the learning process and enhance the value of learning a new language, such as English. Motivation is a crucial instrument in any educational process, and it is essential to foster motivation among educators.

References

1. Arán, A. C. (2023). Creencias de estudiantes universitarios del estado de Chihuahua sobre el aprendizaje del inglés. Mexico.

2. Imbaquingo, A. C. (2023). Aprendizaje basado en proyectos como metodología para mejorar las habilidades de lectura y comprensión en el idioma inglés. Quito, Ecuador.
3. Órdenes, M. T. (2023). Motivación docente en Chile: perfiles motivacionales y calidad de la enseñanza en un sistema educativo basado en incentivos. Santiago de Chile.
4. Sánchez-Obando, J. W.-M. (2023). Estrategia de realidad aumentada como alternativa didáctica en escuelas públicas rurales de Colombia. Colombia.
5. Matazi, I., Messoussi, R., Bellmallem, S. -, Oumaira, I., Bennane, A., & Touahni, R. (2018). Development of intelligent multi-agents system for collaborative e-learning support. *Bulletin of Electrical Engineering and Informatics*, 7(2), 294-305. doi:10.11591/eei.v7i2.860
6. Mehnen, L., Pohn, B., Blaickner, M., Mandl, T., & Dregely, I. (2022). Teaching & learning analytics for data-based optimization of teaching and learning processes in courses with blended learning. Paper presented at the 2022 30th International Conference on Software, Telecommunications and Computer Networks, SoftCOM 2022, doi:10.23919/SoftCOM55329.2022.9911349 Retrieved from www.scopus.com
7. Mendes, P. B., Lins, R. C., Machiavelli, J. L., De Gusmão, C. M. G., Tedesco, P. C. D. A. R., & Da Silva, T. S. C. (2017). Octopus: A new forum plugin for virtual learning environments created with moodle platform. Paper presented at the CEUR Workshop Proceedings, , 1877 683-689. Retrieved from www.scopus.com
8. Min, M. (2019). Effectiveness of in-class active learning activities and video-recorded lectures for computer science courses. Paper presented at the Proceedings - Frontiers in Education Conference, FIE, , 2019-October doi:10.1109/FIE43999.2019.9028614 Retrieved from www.scopus.com
9. Moreira, M. I. G., Carlos Da Rocha Costa, A., & De Aguiar, M. S. (2017). A legislation-oriented VLE-MAS system applied to MOODLE. Paper presented at the 2017 16th International Conference on Information Technology Based Higher Education and Training, ITHET 2017, doi:10.1109/ITHET.2017.8067788 Retrieved from www.scopus.com
10. Naik, V., & Kamat, V. (2018). Predicting engagement using machine learning techniques. Paper presented at the ICCE 2018 - 26th International Conference on Computers in Education, Doctoral Student Consortium Proceedings, 17-20. Retrieved from www.scopus.com
11. Ncube, B. N., Owolawi, P. A., & Mapayi, T. (2020). Adaptive virtual learning system using raspberry-PI. Paper presented at the 2020 International Conference on Artificial Intelligence, Big Data, Computing and Data Communication Systems, icABCD 2020 - Proceedings, doi:10.1109/icABCD49160.2020.9183844 Retrieved from www.scopus.com
12. Ndassimba, N. G., Ndassimba, E., Kossingou, G. M., & Ouya, S. (2022). Digital elementary school solution with moodlebox in a conflict zone: The case of the central african republic. Paper presented at the International Conference on Advanced Communication Technology, ICACT, , 2022-February 382-386. doi:10.23919/ICACT53585.2022.9728800 Retrieved from www.scopus.com
13. Nithiyanandam, N., Dhanasekaran, S., Kumar, A. S., Gobinath, D., Vijayakarthish, P., Rajkumar, G. V., & Muthuraman, U. (2022). Artificial intelligence assisted student learning and performance analysis using instructor evaluation model. Paper presented at the 3rd International Conference on Electronics and Sustainable Communication Systems, ICESC 2022 - Proceedings, 1555-1561. doi:10.1109/ICESC54411.2022.9885462 Retrieved from www.scopus.com