Attitudes Towards Remote Classes, Motivational Strategies in Teaching Practice in Peru

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Abstract
The study aimed to determine whether attitudes towards remote classes and motivational strategies affect teaching practice in the UGEL of Huaroichí. The research approach was quantitative and the design was non-experimental, explanatory-cross-sectional. The study population consisted of 1003 teachers and the sample consisted of 101 teachers belonging to
the province of Cañete, this sampling was non-probabilistic. Three questionnaires referring to each variable were used as instruments, which had a Likert valuation. To determine the reliability of the instruments, a pilot test was applied to 20 teachers belonging to the same UGEL, the results were analyzed by Cronbach’s Alpha statistic, obtaining values of 0.708, 0.731 and 0.820, which demonstrates the reliability of the instruments. According to the results, there is a value of 0.901 for Spearman's Rho, so it is affirmed that the relationship between the variables is significant and positive with a very high correlation, so it can be concluded that a better attitude towards remote classes and motivational strategies brings as a consequence a better teaching practice.

Keywords

Virtual Classrooms, Virtual Education, ICT, Pedagogical Strategies.

Introduction

The health crisis caused by the pandemic covid-19 has caused changes in different areas such as economy, health, education, among others. In this sense, the education system has had one of the most disruptive periods in its history, since educational institutions were forced to suspend face-to-face classes and adapt new modalities to carry out their educational work.

Educational institutions have had to implement virtual technologies as a strategy to continue training; this showed and brought different challenges that had to be overcome, among these is the inequality in access to technology, the implementation of technological systems in institutions, the adaptation of students and teachers to new educational modalities (Reimers and Schleicher, 2020) and training in digital competencies teachers, which implies new learning strategies, which have been being questioned (Kamenetz, 2020).

The educational population, in order not to interrupt their academic year, adapted to the remote modality; however, it should be considered that this modality has its own methodology both to teach classes and to evaluate learning and perform joint tasks; in this way, teachers, students and even parents have adapted to this distance modality. Although this form of teaching has been useful and beneficial, on the other hand, there are many students who spend excessive hours in front of the computer due to the classes, this causes different affections (Galván, 2021).

In this sense, it is important to implement motivational pedagogical strategies that achieve the development of significant learning in virtual classes. There are many strategies, virtual
media and teaching-learning methods that allow professional improvement and quality education; however, these strategies have to go hand in hand with the willingness and attitude of the teacher regarding remote classes in order to design, motivate, develop and implement various initiatives for the student to acquire significant learning (Hernández et al., 2018). The development of motivational strategies as part of the teaching practice allows the student to be able to be self-motivated to follow their proposed goals and objectives, as the student develops their autonomy in the learning process (Suárez et al., 2016).

In Peru, the Ministry of Education developed the Aprendo en Casa platform, which has educational resources and tools that promote learning using information technologies. Its content is geared towards pre-school, primary and secondary school students. The platform uses social networks, radio and television. In this sense, at the local level, in the Province of Huarochiri, educational institutions have adapted to this modality, which presents many challenges for teachers, among these, the adaptation to this remote teaching modality, in addition to the problems with connectivity due to the geography and economy of the place; that is, not everyone has resources that allow them to access technology.

The present work will benefit the teachers and students of the educational institution; in this way, it will improve the pedagogical practices used in the teaching-learning process, taking into consideration the motivational strategies and attitudes towards remote education that will generate significant learning in the students and will measure the educational quality, in addition, it will complement the theoretical knowledge in the field of study of the evaluated variables; The three instruments developed will also serve as a basis for new instruments and can be used for future research; finally, it will provide solutions to prevent realities, generate proposals, guide decision-making aimed at improving the quality of state education and thus guide the teacher in this context of change towards remote classes.

Theoretical Framework

After reviewing different research related to the topic, the following is the international background: in Chile, Romero et al. (2021) investigated information technologies and their usefulness in the context of the covid-19 pandemic, as well as the adaptation of students to the use of these technologies to conduct classes remotely. The sample consisted of 323 university students, where their attitudes towards ICT and their adaptation to virtual classes were explored.

Chalá and Pérez (2019), in their research conducted in Colombia, compared the results obtained from surveying 35 teachers. In the first intervention, most teachers expressed that
children do not have the desire or desire to learn, only 15% of respondents said they had motivational strategies supported by the use of ICT and play activities. After these results, the methodological proposal was carried out, the results of which show the improvement regarding the motivation of the students. Therefore, it is concluded that in order to teach and for students to acquire significant learning, it is important to take into account the motivation and preparation of the teacher, which allows him/her to use tools such as ICT, art, music and games; as a consequence, it motivates students to want to learn and be self-taught.

González and Castañeda (2018), at the University of Seville, Spain, aimed to increase students' motivation to get involved in classes, taking into account the use of tools such as ICT, gamification strategies and continuous assessments. In the first session, the assessment was carried out using ICT; on the other hand, for the second session, the authors applied gamification strategies. The results after the application of the project, showed a high motivation; they also emphasize that it positively influenced the concentration and attention of the students. They concluded that the innovation project, which employs these tools, was effective for teaching and meaningful learning.

Flores and Navarrete (2020), in Mexico, set out to determine the training needs of students and teachers regarding the use of virtual platforms in the context of the covid-19 pandemic. The study presented a quantitative methodology, it was non-experimental and exploratory. The sample consisted of 170 students and 60 teachers. The results confirmed that there is a great need for training in virtual platforms in order to prepare classes.

Rodríguez et al. (2021), in their research conducted in Chile, aimed to determine how the attitudes of teachers of social and natural sciences influence teaching. The sample consisted of 33 teachers belonging to 18 public institutions; they applied Likert as a questionnaire. After analyzing the results, they concluded that age is one of the factors that is associated with teachers' attitudes towards remote classes. Therefore, this finding suggests that this factor should be taken into account for future research.

Silva et al. (2021), in their research conducted in Brazil, discussed the remote education of the Nursing area in contexts of covid-19 pandemic. The methodology was theoretical-reflective of the bibliography. It was emphasized the prejudices in the formation of nurses for the emergency distance education. Having as recommendation that the technological resources should be taken advantage of and incorporated to the learning, that the remote model does not include the education in Nursing in its totality.
Mujica (2020) structured and implemented classrooms that provided motivational support and studied how technology affected students. The study was quantitative; the population consisted of 369 students and teachers in total. According to the results, it was found that problems related to connectivity, inexperience in the use of platforms and short times to perform the activities are the main causes of the lack of motivation of students, as these factors generate stress. On the other hand, it was found that the stress levels of students were reduced when the teacher integrated ICT into their classes, which is why the authors recommend constant training for teachers regarding the implementation of ICT.

Quena (2020) applied didactic strategies when carrying out the teaching and learning process with the purpose of implementing motivational strategies that allow improving the academic performance of students in a high school in Bolivia. The methodology was theoretical-empirical; the sample was of 56 students of Geography; the data indicate that the contents learned in this area are not oriented towards their reality that involves the student in its fullness, a situation that may occur due to lack of implementation of motivational strategies in the formative processes to, in this way, achieve satisfactory results in academic performance.

As a national antecedent, the study of Aroapaza (2017) contributed since the author set out to evaluate the attitude of teachers to the use of ICT for the teaching-learning process in an educational institution in Moquegua, Peru. The study was non-experimental, simple descriptive. It used a questionnaire which was applied to 32 teachers. The results suggested that 81% of teachers adequately use technological tools applied to teaching; 19% have an intermediate level. It concluded that teachers are concerned about obtaining knowledge about ICT in order to generate better learning in their students.

In relation to the theoretical bases of the variable motivational strategies, Beltrán (2002) defined them as the actions that, as a whole, are manifested for a specific objective; that is, they are tools that serve as an instrument to mediate between students and the content to be taught, favoring learning. On the other hand, the author differentiated technique, strategy and processes, pointing out that processes are used to name a general chain of activities that occur in the mind; techniques can be seen and manipulated; he also placed strategies between technique and processes; that is, strategies are not totally visible or abstract; the author also emphasized that strategies have an intentional character. In that sense, motivational strategies encourage the student to develop what is proposed by the teacher in an adequate way, taking into account that it is related to academic performance (Valenzuela et al., 2018). On the other hand, Chavarría (2011) considered that these strategies mainly promote student motivation so that they perform the proposed activities enthusiastically and
willingly. In addition, the author highlighted that, through motivation, it is possible to improve the area of responsibility and creativity.

Regarding teaching practice, De Lella (1999) describes it as the action developed by the teacher in the classroom linked, mainly, to the teaching process and it is necessary to differentiate the social practice of the teacher from his institutional practice. For the authors García, Loredo and Carranza (2008), it is related to the interaction between the teacher and the student, as well as to the educational and interactive process within the classroom. Authors Manzi and García (2016) pointed out that teaching practices are one of the three factors that determine student learning in addition to the characteristics of the student and the educational institution. The authors stated that teaching practice is determined by the teacher's mastery of pedagogical practices, knowledge and mastery of the subject matter.

Regarding the teaching attitude, the factors that comprise it are the cognitive components that involve the individual's thinking, beliefs and opinions; the emotional or affective components that include feelings, emotions and mood and, finally, the behavioral components; that is, how the individual shows his emotions and thoughts according to a certain context; that is, the predisposition of response that a person has before an event, individual or object, which may or may not be favorable. (Estrada, Batanero and Fortuny, 2003). Similarly, Allport (1968) defines it as the link that exists between the reaction to situations and the knowledge that the individual has acquired; that is, it has to do with the vision that the individual has about what surrounds him, this could be modified when changes are made in the beliefs or perception of the world or certain areas analyzed as it is modified only when we change our beliefs and perceptions about the world.

Method

The study had a quantitative approach, of a basic theoretical type as it helps in the development of theories (Hernández & Mendoza, 2018). The design was non-experimental explanatory - transversal, since the variables were not manipulated and its effect is determined through testing the hypotheses (Gallardo, 2017). The population consisted of 1003 teachers and the sample, 101 teachers belonging to the UGEL Huarochirí; the sampling was non-probabilistic. Three questionnaires referring to each variable were used as instruments, which had a Likert rating. The forms were elaborated through Google Drive and were put on the platform so that they could be answered in approximately 35 minutes; the teachers surveyed received a link to enter the questionnaires. Subsequently, the results were analyzed in Excel and with the SPSS statistic. The Kolmoro-Smirnow statistic was
used for one of the samples, since the data were less than 0.05. In addition, Spearman's Rho statistic was used for hypothesis testing.

**Results**

The general and specific hypothesis tests were carried out; subsequently, the Spearman's Rho statistic was used, given that the data are ordinal. With a significance level of 0.005.

Table 1 Teaching practice vs. attitude towards remote classes and motivational strategies

<table>
<thead>
<tr>
<th>Spearman's Rho</th>
<th>Teaching_Practice</th>
<th>Correlation coefficient</th>
<th>Attitude_To_Work_Remote and Motivational Strategies</th>
<th>Sig. (bilateral)</th>
<th>N</th>
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</thead>
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<td>Attitude_To_Work_Remote and Motivational Strategies</td>
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</table>

**. Correlation is significant at the 0.01 level (bilateral).

According to the results, there is a value of 0.901 for Spearman's Rho, so it is affirmed that the relationship between the variables is significant and positive with a very high correlation, so it can be concluded that a better attitude towards remote classes and motivational strategies, brings as a consequence a better teaching practice. Likewise, there is a significance value of 0.000 < 0.005; therefore, the null hypothesis is rejected, so the hypothesis is accepted: attitudes towards remote work and motivational strategies have a significant relationship with the practice of teachers of the UGEL Huarochirí.

Table 2 Correlation between the variables teaching practice and attitude towards remote work

<table>
<thead>
<tr>
<th>Spearman's Rho</th>
<th>Teaching_Practice</th>
<th>Correlation coefficient</th>
<th>Attitude_To_Work_Remoto</th>
<th>Sig. (bilateral)</th>
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**. Correlation is significant at the 0.01 level (bilateral).

According to the results, there is a value of 0.884 for Spearman's Rho, so it is affirmed that the relationship between the variables is significant and positive with a very high
correlation, so it can be concluded that if there is a better attitude towards remote work, the teaching practice will be better. Likewise, there is a significance value of $0.000 < 0.005$; therefore, the null hypothesis is rejected, so the alternative hypothesis is accepted: attitudes towards remote work have a significant relationship with teaching practice in the UGEL Huarochirí.

### Table 3 Correlation between teaching practice and motivational strategies variables

<table>
<thead>
<tr>
<th></th>
<th>Teaching_Practice</th>
<th>Motivational_Strategies</th>
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</thead>
<tbody>
<tr>
<td>Spearman's Rho</td>
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<tr>
<td>Teaching_Practice</td>
<td>Correlation</td>
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<td></td>
<td>Coefficient</td>
<td>0.814**</td>
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<td>Sig. (bilateral)</td>
<td>0.000</td>
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<td></td>
<td>N</td>
<td>101</td>
</tr>
<tr>
<td>Motivational_Strategies</td>
<td>Correlation</td>
<td>0.814**</td>
</tr>
<tr>
<td></td>
<td>Coefficient</td>
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**. Correlation is significant at the 0.01 level (bilateral).

According to the results, there is a value of 0.814 for Spearman's Rho, so it is affirmed that the relationship between the variables is significant and positive with a very high correlation, so it can be concluded that the more motivational strategies of teachers, the better their practice will be. Likewise, there is a significance value of $0.000 < 0.005$; then the null hypothesis is rejected so the alternative hypothesis is accepted: motivational strategies have a significant relationship with the teaching practice in the UGEL Huarochirí.

### Discussion

According to the results of the research, it coincided with the conclusions of the research of Chalá and Pérez (2019) who provided a methodological support for the present study since they compare the results obtained from surveying 35 teachers. The results evidenced the improvement regarding the motivation of students towards learning to read. The importance of the motivation variable was highlighted so that other attitudes that benefit the teaching-learning process can be developed, thus achieving that different tools and strategies act in synergy in favor of the student acquiring significant learning.

### Conclusions

Attitudes towards remote work and motivational strategies have a significant relationship with teaching practice in the UGEL Huarochirí, since, according to the results, the value of 0.901 for Spearman's Rho is found, so it is affirmed that the relationship between the
variables is significant and positive with a very high correlation; it is concluded that a better attitude towards remote classes and motivational strategies brings as a consequence a better teaching practice.

Attitudes towards remote work have a significant relationship with teaching practice in the UGEL Huarochirí, since, according to the results, the value of 0.884 for Spearman's Rho is found, so it is affirmed that the relationship between the variables is significant and positive with a very high correlation. It is concluded that if there is a better attitude towards remote work, the teaching practice will be better.

Motivational strategies have a significant relationship with teaching practice in the UGEL Huarochirí, since, according to the results, the value of 0.814 for Spearman's Rho is found, so it is affirmed that the relationship between the variables is significant and positive with a very high correlation. It is concluded that the greater the motivational strategies of the teacher, the better his practice will be.

References


