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How to cite this article: "Petra Elisa Medina.. Motivation as a Generating Factor of Behavioral Changes in University Teachers. (2024), (1,14)

Received: 14/08/2023 Revised: 15/08/2023 Accepted: 22/09/2023

Motivation as a Generating Factor of Behavioral Changes in University Teachers

ABSTRACT

In the university community, it is based on the premise that the teacher has multiple capacities and ways of channeling them, in their interaction with themselves and with the environment. The purpose of the research is to study motivation as a factor that generates behavioral changes in teachers. From the methodological point of view, it is focused under the qualitative paradigm with the phenomenological methodology where reality was systematized as a general epistemological rule that gave consistency to it, in which it governed all the knowledge that had repercussions in full intersubjective order without falling into a rigorous or strict sense. The results obtained could demonstrate that the changes in behavior are the result of the appreciation that teachers have about the environment, influenced by factors that generate reactions, such as apathy, frustration, resistance to the achievement of goals and objectives. For this purpose, I conclude that motivation in teachers is affected by the lack of effectiveness in the communication process, because they do not direct their behavior towards the leadership factor and there is no assertive decision-making that allows maximizing the results expected by the university.

Descriptors: Conduct, Job Performance, Teacher, Efficacy, Motivation, University.

Biographical Summary: Ordinary Professor Instructor at the Simón Rodríguez National Experimental University in the Administration Area. Graduated in Industrial Relations from the University of Carabobo and Master in Educational Management from the Gran Mariscal de Ayacucho University.