

## Ontological Reality of the Teacher: a Motivation in Venezuelan Education

**Author:** Msc. Omaira Eloina Moreno Romero  
Teacher at Antonio Pinto Salinas Educational  
Complex.  
Email: omairamoreno093@gmail.com  
ORCID Code: <https://orcid.org/0009-0002-0742-6920>  
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### ABSTRACT

The purpose of this research was to interpret and understand the phenomenal situation of the ontological reality of teacher performance in order to address the low academic performance in General Secondary Education. In the daily activities of educational institutions, teacher motivation is minimal, and the consequences are reflected in grades at the end of the school year, manifested in a loss of interest in studies. Education as a formative process demands teachers with the skills to take on the challenges posed by the Bolivarian Education System with commitment and efficiency, incorporating motivational strategies into their practice. Among the epistemological foundations that support this research are the theories of Maslow (1965), based on the factors that motivate people and the Theory of Democratic Humanism of Luis Beltrán Prieto Figueroa (1946), who maintains that an educational process is not just about teaching classes, it must be interested in developing a set of activities that generate positive changes in the student. The paradigmatic approach is based on the interpretive paradigm, following the post-positivist current, qualitative approach, hermeneutic phenomenological method, The testimonial voices are three (03) teachers and two (02) students. The data collection technique was observation and a semi-structured interview. The results indicate that students' academic performance depends largely on teacher motivation. The research concludes that it is necessary to motivate students and incorporate activities that capture their interest in order to create a more enjoyable and productive class.

**Descriptors:** Ontological Reality of The Teacher, Teaching Praxis, Motivation, Humanism, Academic Performance, Motivational Strategies.

**Bibliographic review:** Venezuelan, Professor in Comprehensive Education at the Monseñor Arias Blanco Pedagogical University Institute, Master in Administrative Management at the Rómulo Gallegos National Experimental University. I currently have 16 years of service as a teacher.

Msc. Omaira Eloina Moreno Romero



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