

Motivation and Educational Practice as Part of Health Professional Training

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Nowadays, universities have the challenge of training professionals within globalized environments and in emergency situations, using new approaches in the learning process, fostering and reaffirming professional interest and motivation. Therefore, educational institutions must contribute positively to these transformations, giving professionals the tools to face the new challenges of the working world. Meanwhile, the study programs should focus on strengthening a Humanistic Educational Practice that motivates students to develop new competencies to enter the labor market.

In this article, we will talk about Educational Practice and Professional Motivation as challenges for learning in the training of human resources for health and the way in which this practice is given in normal situations and in emergency situations, in addition to the new characteristics of people in the globalized world. We will analyze, Why some professionals perform better than others ... within the organizations? Gibson (2011), given that it is common to hear “today’s professionals are not committed” or “they do not project themselves in the same company.” This has marked a difference between what motivated previous generations and the current ones.

Keywords: humanistic educational practice, professional motivation, training of health professionals

INTRODUCTION

Nowadays, universities face the challenge of training professionals in globalized environments and in emergency situations. In this scenario, teachers, through their educational practice, should develop professional motivation in their students, as an essential part of the teaching-learning process, with a close connection to reality, using new approaches in the learning process, encouraging and reaffirming the interest and enhancing the participation of an active, conscious, interactive subject with a high commitment to responsibility and solidarity, essential factors for the exercise of their rights and the fulfillment of their human and social duties and obligations, according to the needs of the citizens of this new century.

On the other hand, universities, as educational institutions, must contribute positively so that educational practice is innovative and in line with current transformations, giving professionals the tools to face new challenges in the working world.

Today, study programs should be focused on strengthening a humanistic educational practice that motivates students to develop new competencies to enter the labor market as a way to train a competent health professional, capable of facing a variety of difficulties beyond our borders and contribute to raising the quality of health care.

On the other hand, teachers, the main actors involved in the learning process, must know the motivation level of their students in order to develop a humanistic educational practice, achieving meaningful learning with an integrating vision of the person in affective and cognitive processes, where the student decides, uses his/her own resources, takes responsibility for his/her learning, fosters an environment of respect, and is empathetic to understand and support another human being with health problems.

The professional motivation that the teacher facilitator can cultivate will be effective if it is associated with the interest of the students, which occurs when they become aware of the motive and need of the learner.

In this chapter we will discuss educational practice and professional motivation as a challenge for learning in an institution that trains human resources for health and the way it operates in a world that is constantly changing, in addition to the new characteristics of people in this globalized world.

Reading Gibson (2011), who points out in his chapter on Motivation... Why do some employees perform better than others?". Gibson (2011) tried to explain these differences by pointing out that there are in each employee "capability, instinct and aspiration levels, as well as personal factors such as age, education and family background... that influence employee mood." Also in the same document, it is stated that "Making a worker happy is a task full of difficulties but worth undertaking".

DEVELOPMENT

According to a study of employers conducted by the Organisation for Economic Co-operation and Development (OECD), they point out that Higher Education Institutions in Mexico train professionals who lack the competencies to meet the demand of the labor market and consider that the education and training of professionals are not in line with their needs (OECD, 2019).

Although Mexico has developed promising public policies and institutional initiatives to contribute to labor market demand, they still lack a cohesive framework and their impact has been ineffective.

Another study conducted in Paris, regarding Student Resilience evidences that about 40% of immigrant students have low motivation about achieving promising outcomes in the labor field (OECD, 2018).

In view of the above, we believe it is pertinent to cite the teachings of Freire (1968), regarding the knowledge necessary for educational practice and therefore for job satisfaction; Freire deeply criticizes the profile of education for the 21st century within the framework of globalization. This text states that teachers should reflect on the knowledge required for educational practice, that they should understand their role as agents of social change and that, regardless of their political choice, they should be clear that their work should be to ensure that their students achieve autonomy for learning, which they consider possible if and only if they develop their work within the framework of a dialogical, horizontal educational model, where authoritarianism, verticalism and banking education are suppressed, and they are aware of the dialectical nature of their relationship with the student. In another article, it is stated that teaching should be done from a humanistic perspective and committed to the development of the individual, not to the economy (Pallares, 2018).

Therefore, what is required in the training of human resources for health is a change in the paradigm of the teacher's work; it should be considered that "teaching" should be conceived in terms of the learner and not in terms of the contents of the educational program, which are assumed to be learned by the learner, which entails a change in the paradigm for both teachers and students.

Therefore, the teacher must know that the educational practice is the most important part of the educational process, in which it is necessary to see how the student learns, in order to establish the learning approach to be used, in order to maximize the necessary knowledge.

In recent years, several learning approaches have been studied, combining the educational context, the students' perception and the methodology used by the teacher. A learning approach is the preferred route followed by an individual when facing an academic demand in the educational environment; it is mediated by the motivation of the learner and by the strategies used. (Soler, 2018).

Professional motivation and educational practice are decisive when choosing the learning approach; if an extrinsic motivation is chosen, coming from the external environment, it will evoke the use of lower order cognitive operations by the student, such as identifying, memorizing, describing, organizing lists and simple procedures, among others; these operations will lead the student to see the academic task as an imposition, which will be performed with the minimum effort and will be influenced by the fear of failure.

There are other educational approaches that guide teachers in the development of didactic materials and learning activities, which offer them opportunities for innovative practices, which support the preparation of students in order to develop and increase cognitive, spatial, perceptual-motor skills, regardless of the level of schooling, and in the case of university levels support the preparation of students for their future working life (Gil, Gustavo 2015).

Teachers who train health professionals must know how to distinguish between the teaching practice developed in the classroom and the educational practice developed in the institutional context, which indirectly influences the learning process.

In this paradigm shift, teachers must contextualize the humanistic educational practice from planning and evaluation as two integral parts of teaching performance.

It is very important to highlight that there is a typical situation in the classroom, the teacher makes his/her didactic planning, then realizes that it was not appropriate in the context of the required learning model, since some students are not motivated by it, or because it is difficult for them to understand the topics and it would take them more time than planned by the teacher; then the teacher plans the class again, introduces new activities according to the expectations of the students and results in greater support and motivation for the student.

Another important aspect to highlight is that the teacher should know what characterizes the new generations. Since some studies reveal that today's young people have greater independence in their lives, they want to feel owners of their time, but above all they need to feel happy and fulfilled with what they do. Therefore, study and work is no longer perceived as a sacrifice but as a source of personal fulfillment.

For this reason, institutions that train human resources for health should redirect their educational practices so that students adopt learning strategies and adapt the transversal contents of the curricula to favor professional motivation.

It is important to note that the approach to learning involves personal and institutional elements; these approaches are processes that emerge from the individual perception that each student has of the academic task, influenced by the context in which the educational practice takes place.

On the other hand, there are motivational models that explain work behavior, the incentive model, which is based on Taylor's scientific conception of work and on theory X developed by McGregor, which takes up the old theory of homo economicus, and Maslow, who adapted these theories and underwent a change in the conception of homo economicus for that of homo socialis, which led to understanding professional motivation from the angle of personal fulfillment.

It is also worth remembering that the psychological model and the humanistic model also emerged, which explains why young people experience their own characteristics in the working world and work satisfaction.

The theory of human motivation tries to explain that there is a hierarchy of needs and factors that motivate people, so those of us who develop management functions must keep in mind that the person with an active working life develops his or her capacity for survival and work motivation. In 2007, Quintero mentioned that as human beings satisfy their needs, other needs arise that change or modify their behavior.

The theory of human motivation at its peak refers to the needs of self-realization, which inspire the human beings to be and do what satisfies them, and this part allows us to understand how young people today have in first place the self-realization, so that, if a young person is inspired by music should make music, as well as an artist should paint and a poet should write.

For this reason, institutions that train human resources for health should have as their educational paradigm the humanistic theory, that is, to promote human motivation, for which the maximum achievement of self-realization of students in all aspects of the personality should be fundamental, seeking to provide an education with training and personal growth.

Nowadays, educational institutions that prepare human resources for health, have students with personal characteristics, inherent to deficiencies, such as hunger, insecurity or sense of helplessness, lack of family formation, among other problems, are very common in many students' lives, especially those who come from the most vulnerable contexts and therefore affect their education and the search for self-realization.

A real example regarding the working life of healthcare graduates is reflected in some studies that show that the job satisfaction of young healthcare professionals has an impact on the attitude they assume towards their new obligations, since their job satisfaction gradually acquires correspondence between the work (not internships) they begin to experience and the expectations they are forming about their field of work.

Therefore, it is important to consider that the health professional should be trained with motivational principles and values, and incorporate him/her into job training programs in order to generate a qualitative change when entering the labor market, creating in the young worker a way to maintain a pleasant and proactive environment within the health institution.

Accordingly, the challenges facing the institutions that train human resources for health are the empowerment of young people, so that they are not personally affected by violence, access to education and the lack of job opportunities.

CONCLUSIONS

As a conclusion, human resources training institutions should promote a *humanistic educational practice* that motivates students' professional satisfaction and improves their opportunities to compete in the labor market.

This means that when young graduates of institutions that train human resources for health start in a given work activity, their motivation will focus on aspects of the work that are related to their personal satisfaction, especially if there are opportunities for personal achievement (personal and professional development), and the search for situations that increase their self-concept, within that work space.

Human resource training institutions must be aware that today's young people are marked by job uncertainty and social violence. In addition, knowing that there are professionals with a lack of professional motivation, which represents a major obstacle when it is necessary to overcome different challenges of work and daily life.

It is important that the school teaches the young person how to create expectations about job stability regarding the work activity performed, and this will help to increase the motivation levels in the performance of the job and in the satisfaction of personal needs, as Quintero refers to in 2007.

An institution that trains human resources for health must promote human motivation in its future professionals, and achieve the maximum self-realization of students in all aspects, seeking to provide an education with training and personal growth that leads to what every employee desires, to be happy in their work and achieve full professional satisfaction.

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