EötvösLoránd University
Faculty of Education and Psychology
Education PhD Programme

The correspondence between educational beliefs, interactions in the classroom, and the motivational strategies of students

Supervisors:
István Falusi, DSc.
Dr Éva Sallai

Drd. Melinda Kardos
Education PhD Programme
Leader of Programme
Dr Ágnes Vámos

2018
1. Definition of the researched problem

Today, learning is considered to be a life-long process, but mostly it is still the main function of schools. The effectiveness of school-based learning has a direct impact on the efficiency of pupils and it defines the harmony of their personal development in the long run. These aspects emphasise the importance of studying in schools, and the primary conditions of the procedure are the people being involved in it: the fruitful interactions between the teacher and the learner. The relationship between tutor and the student remains in focus throughout this research.

There are three keystones which form the basis and the lead to our research: beliefs – classroom interactions – student motivations. We intend to examine these “keystones” and the hypothetical relationship between them, and the effective fulfilment of educational process through them.

The approach we have chosen for this research, the belief – classroom interactions – student motivation is a challenging enquiry, but this challenge also justifies its importance. One fact worth mentioning is that scientific literature simultaneously proves that beliefs affect classroom interactions, and research also shows that beliefs do not necessarily overlap teachers’ behaviour presented in classrooms. For instance, the analysis of Eveyik, Kurt and Made (2009) showed correspondence between beliefs and teachers’ classroom behaviours, but then again, the results of Petek (2013) imply that the guidelines for classroom work and the actual practice may differ. The literature taken into consideration does not present unambiguous results about how teachers’ approach and social interactions have an effect on students’ motivation. These researches also support the thesis that suggests that adolescents who have good social relationships in school are more likely to be motivated and goal-oriented in terms of education, but we can also find evidence in the related literature that students’ motivation might be completely independent of context and stable on its own. In this research, we aim to create a study that clarifies these aforementioned ambiguities about beliefs, classroom interactions and student motivation.

Besides expanding scientific literature, we consider this thesis important on many more grounds.

Approaching this problem on the level of micro (the level of the student), the importance of researching students’ motivation can be explained with that motivation defines how pupils choose to spend their free-time, how much energy they put into their assignments, how they
think and feel about the given tasks, and for how long they are willing to work on them; and all these factors determine whether they succeed or fail.

There are many known approaches in connection with motivation.

Fejes (2015)suggests, that the theory of goal orientation is the most dynamically developing field of studying motivation studies. He also claims that goal orientation may be competent in influencing students’ motivation from the point of view of pedagogy.

Scientific literature differentiates two distinctive aims in the framework of theories of goal orientation, which individuals are aspiring to achieve in given circumstances. Different denominations can be found in terms of these two goals, e.g. learning-performance, task-ego, task-involved-ego-involved, task-ability, mastery-performance. All these notions come down to the very same ideas. International studies start to come to a consensus of calling these two goals *mastery goal* and *performance goal*. Considering the novelty of the theory, in Hungarian literature, the translations of these notions may vary. In this research, we tend to use the concepts suggested by Fejes (2015) and highlighted by Krisztián Józsa (2002), which are *mastery goal* and *referential goal*.

In this research we examine by what means and mechanisms can teachers influence the motivation of students, more precisely we intend to investigate how, through his or her beliefs and classroom interactions, a teacher can influence students’ motivation. If we manage to find an answer to that question, we manage to provide teachers with a key to motivate students, which means that this research has a practical importance, as it is getting clearer and clearer each year that the majority of the knowledge the upcoming generations will need cannot be taught in schools. Constant change makes constant renewal necessary, which results in the skills and abilities in gaining knowledge are getting highlighted, and for these skills and abilities developing students’ motivation is primarily important, and with these facts given, we can claim that researching student motivation and developing it may indirectly affect the morphoza of social-economic development, either positively or negatively, through the preparation of the students. It has been proved, that teachers are struggling to motivate their students. The results of this research may contribute to reducing these challenges. If we succeed to find out through what mechanisms can tutors affect the pupils’ motivation through classroom interactions, then we may give aids to the teachers to motivate their students and by that, we may help them to make the educational system more efficient.
The results of this research are intended to and maybe suppletory in the scientific literature, as in Hungarian the studies published on this very topic are limited.

We find it important to clarify the notions used in this research, as the bibliography on this topic tends to be eclectic.

Analysis of beliefs- on the basis of the educational approach

a.) teacher-oriented approach

Criteria:

- knowledge: with the teaching “passed on” by the tutor in the centre
- student participation: passive
- role of the tutor: leader/authoritarian
- role of evaluation: scarce – for qualification purposes
- the emphasis in learning: gaining the knowledge of the good answers
- evaluation methods: one-dimensional
- academic culture: individualist and competitive

b.) student-oriented approach

Criteria:

- knowledge: individually constructed, learning-oriented
- student participation: active
- role of the tutor: facilitator, a partner in learning
- role of evaluation: high- constant feedback
- the emphasis in learning: a deeper understanding
- evaluation methods: multi-dimensional
- academic culture: cooperative and supportive

Analysis of interactions- based on the examination of leadership strategies

a.) the interventionist strategy suggests that learners should learn the appropriate behaviour if it is approved by the teacher, and it is articulated in the forms of rewards and punishments. The interventionist teacher claims that teachers should practice control on a high level over their students during classroom activities.
b.) the non-interventionists represent the other end of the scale, which implies that the students possess an inner driving force, a drive, which is determined to be expressed in the world. Consequently, the non-interventionists highlight that teachers should let their students express themselves freely and have an impact in the context of the classroom, and that teachers should get involved in the behaviour of their students less.

c.) the interactionists, who are exactly between the two extremes, propose that students learn appropriate behaviour while being influenced by stimuli, objects and people. They argue that students and teachers should share responsibilities for what happens in the classroom.

*Investigating motivation-based examining goals*

a.) acquiring goal- the term includes the picking up of new skills and abilities, improving competence and comprehending the curriculum.

b.) referential goal- the term includes an individual’s abilities for expressing and the pursuit of outdoing others.

2. Expressing the aim of the research, articulating the hypothesis

2.1 The aim of the research

The main focus of our analysis is as follows: In what ways do beliefs influence the students’ motivational system through classroom interactions?

2.2 The hypotheses of the research

It is suggesting that there is a correspondence between teachers’ beliefs, classroom interactions, and students’ motivation: beliefs form classroom interactions, and at the same time classroom interactions affect students’ motivational system.
Achieving the aims set for this research and in order to justify the hypothesis we have set up two hypotheses, which we will prove with supporting researches.

The hypotheses examined through the research are the following:

1. **We can observe a connection between pedagogue’s beliefs and classroom behaviour.**

   *Assumed connections:* if the educators share a student-oriented belief system, they organise their classroom interactions accordingly and practice an interactionist class-leading manner in the classroom, but if they have teacher-oriented beliefs, they lead their classroom interactions in that (interventionist) manner.

2. **Classroom interactions affect students’ motivational system, which is a determining element of the successful learning process.**

   *Assumed connections:* if the examined educators organise their classroom interactions in a student-oriented manner and practice their interactionist beliefs and emphasise the mastery goal in classrooms, they appear as positive motivators in the eyes of the students, and they help their students to follow the mastery goal. If the analysed teachers possess teacher-centred beliefs and practice them in their classrooms, expressing interventionist ideas, emphasising the importance of performance goal, they appear as negative motivators in students’ interpretation, and they prompt their students to follow the referential goals.

3. **Researching strategy, methods**

   We intend to build this research up in such a manner that it adjusts to a model-based research, and by that we mean that try a model on a smaller sample, which can be extended to a bigger sample at any time (by involving more people, more time, bigger population), to any context, regardless of country borders.

   A phase-model presented by SânthaKálmán helped us building this model from the point of view of research methodology, during which we do a deep drilling-like research out on the field, after finishing the processing the data gained from the questionnaire. *Sântha, 2009*

   According to this model, in the first part of our research, we make a questionnaire on a county level on educational beliefs and classroom interactional expression, and about the exploration of student motivational interpretations.
In the second part of the research, based on a result of the first part, we examine the connections between classroom interactions of a middle school and the beliefs of teachers from a school from a city and a village based on the county-level, deep drilling-like research, and we compare it to students’ motivational systems.

To secure the validity of the data and the results gained from the questionnaire we have taken into consideration multiple types of triangulation.

**Theoretical triangulation**

Throughout the research, the interpretability and feasibility of theoretical triangulation is the collision of relevant theses, for instance, the dichotomous comprehension of the connections between beliefs and classroom practice is materialized by the quest of connections.

**Methodological triangulation**

Building up our research, we have taken into consideration both types of methodological triangulation:

*Triangulation within the method*

During the county-level questionnaire, we validate the triangulation within the method by examining the different structures and segments – scale, simile, etc - of the questionnaire investigating the same aspects of educational beliefs (whether it is a teacher- or student-oriented).

*Triangulation between methods*

In order to guarantee reliability and minimize the subjective effects, while validating the methodological triangulation the Creswell model presented by Sántha (2015)serves as our basis, and while applying qualitative and quantitative data are helping the better understanding and analysis of the research topic. From the planning models the comprehensive sequence’s planning model prevails, as meeting the conditions of the two phases described by the model; in the first phase we analyse the data with qualitative methods, and then in the second phase collecting data with qualitative methods – interviews, recording classes and then analysing them – follows.
Personal triangulation

As in our case, individual research is highly important for validating personal triangulation, we managed to do so by qualitatively evaluating data with intracoding, coding video recordings twice.

Triangulation of data

The triangulation of data is present in our research, as we collected complex data from different places (towns, villages), different resource (interview, questionnaire, video), different people.

The principle of triangulation of data is utilized in order to guarantee detailed analysis, and to minimize the dangers of working with scarce and limited information; furthermore, to reduce the possibility that the impacts from the early stages of research influence the analysis later on.

We find it important to highlight that during the combination of qualitative and quantitative methods we paid attention so that the methods and the date described the very same phenomenon, as they are only comparable as so.

In our research, we paid attention to that, for example during the questionnaire the analysis of the similes, we should examine the same aspects of beliefs (student-, or teacher-oriented).

We also find it important to make both parts of the research in a harmonic way, and therefore connections between beliefs, classroom interaction, and students’ motivation should be examined in the same framework, in the same categories.

Research design

The variables measured during the research, the followed categories, and the tools are summarised in the 1st table, to make it easier to follow:
Table 1: the measured variables, the followed categories, and the tools used during the research

<table>
<thead>
<tr>
<th>Measured variables</th>
<th>Belief</th>
<th>Classroom interactions</th>
<th>Students’ motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and methods</td>
<td>Questionnaire</td>
<td>Interview</td>
<td>Video recording</td>
</tr>
<tr>
<td>Scale- Choosing a simile</td>
<td>Technique for ending a sentence - ABCC-inventory</td>
<td>Half-structured interview</td>
<td>Analysis of interaction</td>
</tr>
<tr>
<td>Aim of education</td>
<td>Student-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Role of teacher</td>
<td>Student-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Role of student</td>
<td>Student-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Teacher-student relationship</td>
<td>Student-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Manner of leading</td>
<td>Interventionist</td>
<td>Non-Interventionist</td>
<td>Interventionist</td>
</tr>
<tr>
<td>Students’ motivation</td>
<td>Mastery goal</td>
<td>Mastery goal</td>
<td>Mastery goal</td>
</tr>
<tr>
<td>Failure attribution</td>
<td>Outerattribution-failure</td>
<td>Difficulties-Outer-attribution-failure</td>
<td>Outerattribution-failure</td>
</tr>
</tbody>
</table>

4. Tools of researching

In the first part of the research, we used a questionnaire to examine the connection between educational beliefs and classroom interactions.

The questionnaire can be divided into the following elements:

1. Demographic questions
2. Exploration of beliefs

- 4-degree Lickert-type scale, choosing a simile for the role of the teacher, applying the writing an ending for the sentence technique

3. Analysing interactions

- Questionnaire on the teachers’ style of organising the class – ABCC -inventory (Martin, Yin, and Baldwin, 1998 qtd. in Ritter, Hancock, 2007)

In the second part of the research, we strived for the deeper understanding of the measured variables that we got from the first part of the research, and for that, we used the following proceedings:

- recording classroom processes and analysing video recordings with the help of MAXQDA (software)
- a questionnaire to examine the students’ motivation.

Fittingly to the requirements of the research ethics, we provided the participating students and teachers with complete anonymity, and the possibility to participate voluntarily. Considering that the students were minors (under the age of eighteen), we found it important to inform the parents in written format about the goals and methods of the research. Also, we asked for a written and signed approval from the parents that their children can participate in the research. Consequently, our research became possible.

To analyse the motivation of the students taking part in the research, we used the part of REMO scale presented Raufelder and co-workers (2013) that analysed teacher-student relationships on the basis of its quality. More precisely, it examines the support given by the teacher, as a positive or negative motivator.

To measure achievement goals, we asked students about their school-related goals by applying the relevant items of the Achievement Goal Questionnaire first articulated by Sánchez Rosas J. (2015).

Besides the Questionnaire, we also focused upon the examination of the success-failure attribution and asked the students what their favourite and least favourite subjects were, and how they decided whether a teacher was good or bad.

In this research, we also intend to investigate the achievement of individual goals, and school- or classroom level goal-structures, therefore in this part of the research we examine the
connection between classroom interactions and students’ motivation, and thus we interviewed two students per class from the seventh and eighth grade.

5. Choosing the sample

5.1 Choosing the sample and its features in the first part of the research

In the case of the first part of the research, from the qualitative sampling methods we used the sample - pre-structured - selective sampling procedure, given that in the first part of the research we had clearly stated premises about the relationship between educational beliefs and classroom interactions, and we need information about the distribution of the examined variables. We relatively had a large number of cases as the county-level research provided a lot of them. We compared the data along the lines of the predetermined dimensions, thus the connections between the new and unexpected discoveries did not become a challenge.

In the second part of the research, we utilized the aimed convenience – layered convenience – concentrated sampling method.

According to the features of the procedure and the possibilities (Sántha, 2009): the analysis of certain groups in the research is appointed as goals and then the samples within the group are provided by one that is accessible to the analyser. We utilize distinctive, stratification type of aspects for choosing the sample; furthermore, the researcher is consciously striving to make certain elements into the sample.

To excavate the examined variables in the first part of the research, we made a research in Romania, Satu Mare county.

Throughout the research, with the support of the Inspectorates of the County, the help of the teachers of Hungarian literature and grammar, we managed to distribute 500 questionnaires to the educators of Hungarian majors’ schools.

In the questionnaire-based research, we received 383 (76.6%) anonymously and voluntarily filled questionnaires. The description of the date from the samples distributed is collected in the 2nd table.
**Table 2: a summary of data regarding the first part of the research**

<table>
<thead>
<tr>
<th>Distribution of sexes</th>
<th>80% female</th>
<th>20% male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>The youngest is 23-year-old</td>
<td>The oldest is 69-year-old</td>
</tr>
<tr>
<td>Qualification</td>
<td>0,5% pedagogy lyceum</td>
<td>6,3% college</td>
</tr>
<tr>
<td>Settlement</td>
<td>50,7% village</td>
<td>27,7% county capital</td>
</tr>
</tbody>
</table>

**5.2 Choosing the samples and their features in the second part of the research**

In the second part of the research, as well as in the first part, we used the sample - pre-structured - selective sampling procedure.

In the second part, we analysed a group of teachers working in villages and towns. During the chosen sampling method, the pattern was provided by those who were accessible, and those who participated in the research voluntarily.

Furthermore, in the case of the questionnaire for motivation, we targeted students from the V-VIII grades.

Relying on the results of the first part we strived to use at least three teachers per school from towns and villages, who agreed to give an interview and agreed on us to record at least three their classes. In results, in this part of the research, we recorded and analysed six interviews and eighteen classes. The gained data, just like the results of the first part, was about the teachers’ beliefs, classroom interactions and students’ motivation, and about the correspondence between them.

Each of the educators taught in middle schools and respectively taught the same subjects in both schools, but as participation was completely voluntary, we were not able to guarantee it.

In the second part of the research, we touched upon the analysis of students’ motivation. The distribution of the data, we put together a third table.
Table 3: summary of the samples from the second part of the research

<table>
<thead>
<tr>
<th>Categories</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of sexes</td>
<td>47% girls</td>
</tr>
<tr>
<td></td>
<td>53% boys</td>
</tr>
<tr>
<td>Age</td>
<td>The youngest is a 10-year-old</td>
</tr>
<tr>
<td></td>
<td>The average age is 12.5.</td>
</tr>
<tr>
<td></td>
<td>The oldest is a 17-year-old.</td>
</tr>
<tr>
<td>Grades</td>
<td>55 V.</td>
</tr>
<tr>
<td></td>
<td>50 VI.</td>
</tr>
<tr>
<td></td>
<td>52 VII.</td>
</tr>
<tr>
<td></td>
<td>57 VIII.</td>
</tr>
<tr>
<td>Settlements</td>
<td>101 studies in a school in a village. Teachers claim that 50-75% of the students are underprivileged from a socio-cultural aspect.</td>
</tr>
<tr>
<td></td>
<td>114 studies in a school in a town. Teachers claim that 1-25% of the students are underprivileged from a socio-cultural aspect.</td>
</tr>
</tbody>
</table>

6. Analysis, interpretation, and demonstration of data

The correlations considered to be the most important on the basis of the variables examined throughout the research, and for the sake of transparency, they were cumulated on the ground of the design. According to our hypotheses, the harmony of the colour codes would mean the verification of our assumptions. The differences between the colour codes within one category, e.g. in the case of the “purpose of education”, the alteration from our assumptions imply that in teachers’ beliefs student-orientation appears, although in classroom practice teacher-orientation is more common. The results we got are recapitulated in the fourth table.
<table>
<thead>
<tr>
<th>Examined categories</th>
<th>Belief</th>
<th>Classroom interactions</th>
<th>Students’ motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools and methods</td>
<td>Questionnaire</td>
<td>Video recording</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Scale- Analysis of choosing a simile. Technique of ending a sentence ABCC-inventory</td>
<td>Scale: The technique of ending a sentence ABCC-inventory</td>
<td>Analysis of interactions</td>
<td>Half-structured interview</td>
</tr>
<tr>
<td>Purpose of education</td>
<td>Student-oriented</td>
<td>Student-oriented</td>
<td>Student-oriented</td>
</tr>
<tr>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Role of student</td>
<td>Student-oriented</td>
<td>Student-oriented</td>
<td>Student-oriented</td>
</tr>
<tr>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Teacher-student relationship</td>
<td>Tanárközpontú Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Manner of teaching</td>
<td>Interventionalist¹</td>
<td>Interventionalist</td>
<td>Interventionalist</td>
</tr>
<tr>
<td>Interventionalist²</td>
<td>Non-interventionalist</td>
<td>Interventionalist</td>
<td>Non-interventionalist</td>
</tr>
<tr>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
<td>Teacher-oriented</td>
</tr>
<tr>
<td>Interactionalist²</td>
<td>Interactionalist</td>
<td>Interactionalist</td>
<td>Interactionalist</td>
</tr>
<tr>
<td>Students’ motivation</td>
<td>Mastery goal</td>
<td>Influenced by the surroundings</td>
<td>Influenced by the surroundings</td>
</tr>
<tr>
<td>Referential goal</td>
<td>Variable of individual difference</td>
<td>Variable of individual difference</td>
<td>Referential goal</td>
</tr>
<tr>
<td>Attribution of success</td>
<td>Outer attribution-success</td>
<td>Outer attribution-success</td>
<td>Outer attribution-success</td>
</tr>
<tr>
<td>Inner attribution-success</td>
<td>Source of joy-inner</td>
<td>Inner attribution-success</td>
<td>Inner attribution-success</td>
</tr>
<tr>
<td>Attribution of failure</td>
<td>Outer attribution-failure</td>
<td>Outer attribution-failure</td>
<td>Outer attribution-failure</td>
</tr>
<tr>
<td>Inner attribution-failure</td>
<td>Difficulties-outer</td>
<td>Inner attribution-failure</td>
<td>Inner attribution-failure</td>
</tr>
</tbody>
</table>

The analytical results of the answers from the applied questionnaire show that in the beliefs of educators student-oriented aspects are more common for teaching purposes, the role of the teachers and the students, although regarding classroom interactions we received teacher-...

¹Due to the very close values of the interventionist and interactionist styles, they appear in the same amount: interventionist 3.03, the interactionist 3.06.
²Comprehensive on the grounds of the aforementioned definitions.
orientated beliefs. During analysing the questionnaires, we applied the theory of triangulation, which shows that while applying different methods – which were meant to explore the beliefs of teachers – that in the examined categories, we may find teacher-oriented beliefs, although the majority is student-oriented.

From the results of the first part, aspects of leading a class may serve as a sign to the expressions of beliefs in practice.

In terms of manners of leading a class, interactionist and interventionist styles appear in equal amount; these results also prove the ambiguous presence of teacher-oriented and student-oriented aspects in teachers’ beliefs. Therefore we find it important to analyse teachers’ beliefs more thoroughly in the second part of the research. The findings of the interviews serve as evidence that student-oriented beliefs are emphasised among teachers, and that interactionist manner of class-leading is unambiguously preferred.

Accordingly, we strived for a more precise exploration of further classroom interactions.

Interpreting students’ motivation, the comprehension of motivation in the context of the individual appears in a greater rate; also, among different types of goals, teachers prefer mastery goals.

In order to explore the correlations between beliefs, classroom interactions, and students’ motivation better, we also find the investigation of the examined factors important, which we executed in the second part of the research.

From now on, we interpret the results regarding the second keystone – classroom interactions – of our research.

From the results of interaction analysis, we may observe, that in the case of educators involved in the research, during classroom practice both student-oriented and teacher-oriented beliefs appear. In the case of categories chosen to be examined the role of teachers and the role of students are present in classrooms as they are described by the education paradigm. On the contrary, we can observe from the aim of education the interpretations and deeper understanding of the research results, that passing the knowledge is more common than the construction of knowledge; also, most of the time the initiatives of the educator controls the class, and students get fewer opportunities to initiate. These results show the highlighted presence of teacher-oriented beliefs in the practice of executing the aims of education, as well as regarding classroom procedures. The comprehensions of results prove that teachers’ role in
education is emphasised in practice. Student-oriented aspects get less attention, under the label of interactions.

As regarding the manner of leading a class, most of the times, the teachers involved in the research organise their classes in an interventionalist manner, therefore they rather strive for keeping control. This finding is in harmony with the examination of the aims of education that shows that mostly the initiatives of the teachers control the classes; also, analysing classroom interactions showed the same results.

To explore students’ motivation, the average found among the results of goals implies that in the case of educators, student- or teacher-oriented beliefs are not congealed; neither in the case of students are the types of primary goals appear unambiguously. Accordingly, the rate of goal-oriented student behaviour participating in the learning process is not obviously determined. The findings of the research reflect that the mastery and referential goals are almost equally present in students’ goal-orientation.

7. The verification of our hypotheses, articulating deductions

Throughout the research, we were searching for the answer to the question: In what ways do the teachers’ beliefs influence students’ motivational system through classroom interactions?

We started off an assumption that stated that there is a corresponding relationship between teachers’ beliefs, classroom interactions, and students’ motivation: beliefs form classroom interactions, but at the same time classroom interactions define students’ motivational systems. For the sake of verifying our hypothesis, we executed two types of research as part of a bigger picture. The sub-hypothesis examined during the first part states that teachers’ beliefs and the classroom behaviours are interconnected: if the educators share student-oriented beliefs, they organise their classroom interactions accordingly, and they practice interactionalist manners in class. But on the other hand, if they have teacher-oriented beliefs, they organise their interactions in that manner, with interventionist classroom practice.

1. hypothesis: We can observe correlations between teachers’ beliefs and their behaviours in class.

Our first hypothesis got partially proven, among the examined tutors, we both found student-oriented and teacher-oriented individuals, as well as in terms of classroom interactions. If we analyse the results of the first part, we can conclude that even though there is a tendency to act
and think in a student-oriented manner, with a classroom practice organised accordingly, among the examined teachers this tendency appears incoherently.

The findings of our research support the results of Petek (2013) which imply that the beliefs regarding classroom interactions and the real classroom practice may contradict. This study, as well as the results of our own research show the differences between teachers’ beliefs and classroom interactions and highlight the need for further researches and training that improve teachers’ consciousness about classroom interactions (Petek, 2013). However, improving consciousness may not be enough to harmonise beliefs and classroom interactions.

The study of Riensties et al (2013) also shows a correlation between the findings of our research, as they touched upon the fact that the ideal concepts of educators about teaching are different than what they do in class.

The teachers involved share significantly different myths and intentions than what they presented in classroom practice. More precisely, about interactive teaching, those involved had differences between their intentions and their deeds in connection with professional development regarding classroom work and motivating students (Riensties, Brower, Lygo-Baker, 2013). One possible reason for that may be the shallow expression, and the lack of transition while adapting it to behaviour repertoire, and from theoretical to acting level.

In this respect, encouraging teachers to unfold their beliefs and reconsider their intentions applied in practice. They should be supported to examine what and how much is applied from their beliefs in educational practice; furthermore, to examine what influences do they have on the desired performance. Reflective belief may serve as a solution.

Numerous teacher training programmes are determined to introduce reflective beliefs to the work of teachers, but after the courses, the execution of reflective beliefs are hardly accomplished, presumably because of the shortness of the courses and the short length of the following period, or the complete lack of the latter. It would be important to emphasise the importance of reflective beliefs during teacher training, as well as acquiring the student-centred aspects, as in that context following is guaranteed.

Rienties et al (2013) emphasise that researches done in the context of universities prove that teacher with student-centred beliefs, tend to encourage their students to acquire a deeper knowledge instead of a superficial one (Gow & Kember, 1993; Prosser & Trigwell, 1991 2011 qtd. in Riensties, Brower, Lygo-Baker 2013). But those teachers who have teacher-oriented
approach emphasise the passing on of information and knowledge (Norton, Richardson, Hartley, Newstead, & Mayes, 2005; Postareffetal, 2007; Prosser & Trigwell, 1999; Struyven, Dochy, & Janssens, 2011 qtd. in Riensties, Brower, Lygo-Baker, 2013).

On the grounds of these findings, we presumed in our second hypothesis that classroom interactions influence students’ motivational system, which is an important element of the learning process. More precisely, we assumed that if the examined teachers organise their classroom interactions in a student-oriented manner and share an interactionist class-leading ideology and emphasise the mastery goal they appear as a positive motivator in the eyes of their students, and also promote achieving the mastery goal. If the examined tutors are teacher-oriented and organise their classroom interactions accordingly, practising interventionist beliefs and aim at achieving the referential goal, they appear as a negative motivator in the interpretations of the students and also promote their students to achieve the referential goal.

2. hypothesis: Classroom interactions influence students’ motivational systems, which is a significant element of the studying process.

Our second hypothesis is also only partially proved, as classroom interactions appear in both about results of student- and teacher-oriented beliefs and interventionist approach are more common. The part of our hypothesis in which we assumed that the interventionist approach reflects the encouragement of achieving the referential goal, although it did not show a correlation between the appearance of the referential goal in classroom interactions, and also the positive picture of teachers appearing in student interpretations.

On the whole, the results partly prove our assumptions, although we can claim that in our research the assumed relationship between teachers’ beliefs, classroom interactions, and students’ motivation, as in the case of all three of the variables, we can identify their mingled presence, although the relationship cannot be identified in the coherent manner we supposed. The coherent correlation between the results implies that in teachers’ beliefs, classroom interactions, and students’ motivation a changing process has started, aiming to achieve a student-oriented practice that builds on interactions, and promotes achieving the mastery goal, although this transition has not been clarified and firmed.

The practical utility of our research is validated by its topicality, as our results legitimate that in most cases, school practice is still based on the previously settled myths and routines. This
belief is best described by the “passing knowledge” metaphor still used in educator communication. In most countries, school practice follows this belief, as it states that knowledge can be passed on, as it follows such an implicit learning theory that treats knowledge as “idea” or “erudition”. “Teaching studying” or improving the complex skill of learning is not yet present in the inevitable technical tasks given in schools.

*Halász (2014)* stresses that even though there are initiatives trying to adapt school practice to today’s knowledge about learning, but these generally remain in a tight circle, and oftentimes are labelled as “alternative”.

The transition from teacher-oriented paradigm to the student-oriented paradigm of teachers’ concepts is reasonable. Although educators will not capable of inspiring students to be creative, discovering or constructing knowledge until the teachers themselves do not strive for rationality, creativity, or constructing knowledge. Accordingly, an opportunity for the change in educational practice would be the change in teachers’ beliefs, toward which the first step would be the excavation of teachers’ beliefs. According to *Hercz (2002)* changing educational thinking would help the change in the contents of school education and the change of methodology (*Hercz, 2002, 251.*).

### 8. Advice for the continuation of the research

The suggestible continuation of the research would make the most thorough exploration of teachers’ beliefs and the elaboration of a programme that would change beliefs. It would make the adaptation of student-oriented educational beliefs to everyday practice possible, through the training of teachers and by following them.

*Ritter and Hancock (2007)* would suggest as a further opportunity to explore whether there are cultural or ethnic differences within the framework of this research? *Ritter and Hancock, 2007*

To answer these questions, it would be needed to carry out further researches.
References


Falus Iván (2002a): Szakdolgozat a pedagógiai képzésben. Iskolakultúra, 1. sz. 73-78.


Golnhofer Erzsébet-Nahalka István (2001): A pedagógusok pedagógiája, Nemzeti Tankönyvkiadó


Réthy Mária (2002): A kognitív és motivációs önszabályozást kialakító oktatás, iskolakultúra 2002/2

Réthy Mária (2003): Motiváció, tanulás, tanítás, Nemzeti tankönyvkiadó, Budapest


Szivák Judit (2010): A reflektív gondolkodás fejlesztése, Magyar Tehetségsegítő Szervezetek Szövetsége


Vincze Tamás: Az interakció értelmezése, vizsgálatának lehetőségei a pedagógiában, Iskolakultúra 2013/2


Publications

- Kardos Melinda: Asigurarea calitatii in educatie prin motivarea elevilor, Scoala Satmareana, 2018, ISSN 1584-0662
- Kardos Melinda: Osztálytermi interakció a mindennapokban (http://gyermeknevelés.tok.elte.hu/aktuális szám.htm.)

Könyvrészlet/Konferenciaközlemény/Tudományos

Conferences

- Debreceni Márton Áron Kollégium PHD Konferencia. Debreceni Egyetem, 2018.április 6 (Milyen módon befolyásolja a tanári szerep a tanulók motivációs rendszerét?)


- Esélyegyenlőség a lokális identitás megőrzésére és üjjászervezésére az oktatásban és a szakemberképzésben, Románia, Szatmárnémeti, Nobember 11-13, 2011(Workshop vezetése: Értékek és motiváció kapcsolata a hátrányos helyzetű tanulók esetében)