ASSESSMENT OF THE DEGREE OF SATISFACTION OF FACE-TO-FACE TUTORING IN UNDERGRADUATE COURSES OF THE FEDERAL INSTITUTE OF ESPÍRITO SANTO – IFES

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ABSTRACT

This article presents some results on a research about motivation. The subjects are present tutors from graduate courses at Federal Institute of Espírito Santo (IFES). The study was grounded on one of the content theories – The Two Factors Theory- by Herzberg, who tries to explain people´s behavior at work. The present tutor´s role is relevant considering distance education (EaD). Tutor´s motivation must be evaluated in order to be recognized by the politics related to EaD, taking into consideration factors such as wage s, motivation as well as infrastructure conditions of work.

Key words: motivation; present tutors; distance education.

1. INTRODUCTION

The distance education (EaD) modality has been developed a lot in Brazil in the last years. This fact can be proved by the Analytic Report on the Long Distance Learning (ABED). In that report it can be read that there are 376 teaching institutions in Brazil and among them 1752 are long distance courses with 528320 students who are registered in official courses. This amount of students shows that the Distance Education modality is getting popular and constitutes one of the solutions to minimize the Brazilian educational deficit, spreading knowledge throughout the distant cities where technical and graduate courses could not be offered, helping, this way, the different areas of continuous professionals´ education.

The Federal Institute of Espírito Santo (IFES) founded the Distance Education Center (CEAD) after the approval of the superior technological course in Analysis and System Development (TADS) which is edited in the 01/2005 editorial from the Open University of Brazil (UAB). The CEAD/IFES aims at guaranteeing the foundation of the Institution EaD courses, considering to hold their quality level. For that, it was necessary to allocate and train a multidisciplinary team to help in the courses. Among all team roles, as teachers, long distance tutors and coordinators, the present tutor deserves a special consideration. At IFES methodology, this tutor works in the face to face support pole and his/her main responsibility lies in observing students´ performances, trying to boost them to finish their tasks in due time, with the least possible evasion from the course (NOBRE,2008). He/she interacts with the student, trying to represent the Institution in the pole. Thus, the tutor´s motivation and satisfaction is really very important because he/she is in one of the axes of the distance education process. So, he/she needs to be motivated in order to motivate the students, humanizing the teaching-learning process.

Therefore, it is relevant to point out that this study aimed at evaluating the motivation and satisfaction level of the present tutors who work in the graduate courses at IFES. Evaluating this aspect is important to reach the aims of the distance education courses.

2. THE PRESENT TUTORIAL

According to CENSOEAD.BR (2010), the main factors which cause the EaD students´ evasion are related to the belief that this modality is easier (51%), the lack of time(49%) and the non adaptation to EaD method (47%). These factors are intimately concerned with the present tutorial.

It is known that EaD is a modality which demands students´ discipline, autonomy, and commitment. Many beginners from traditional education are full of prejudices and believe that long distance study is easier and effortless. Nevertheless, they soon get amazed when they perceive that they need to make a considerable effort to learn this way. The present tutor has an important role to demystify the EaD, helping the students to understand a new universe of possibilities in their lives. In addition, according to Maia and Mattar (2007), a long distance course rules must be clearly defined by the tutor. It is his/her role to coordinate time for material access and task accomplishment. The present tutor has an administrative and an organizational role.

The tutor´s help towards students´ organization is a fundamental task cause it is necessary that he/she guides the students´ agenda providing time for the distance education courses as well as the other activities as work and free time, respecting, thus, the students´ human side. Besides this fact, the present tutor has to motivate and guide the students in their anxieties and difficulties related to the EaD model. It is important that he/she gives special attention to students who tend to evade from the course, or to those who do not come to present meetings. Recuperating and reintegrating those students are essential for their personal success and for the course as a whole.

The UAB tutor guide sets the present tutorial functions to the UAB Federal Program Participant Institutions. Among those functions, it can be quoted (BRASIL, 2008): to follow the chronogram of the disciplines and of the course; to be in contact with the students, motivating their permanence in the course; to develop study and learning strategies and techniques to develop the students´ autonomy; to follow their tasks, guiding, solving their doubts, favoring discussion in order to keep quality in relation to students´ attendance in the pole. So, it can be observed that the tutor´s functions require responsibility , care and attention with the student. For this reason, it is essential that his/her

activities are considered in the instructional design of the course as well as that there is a continuous formation and motivation for the present tutorial.

3. MOTIVATION FACTORS

The study of human behavior constitutes one of the most complex areas in Admistration and, among the various studies, human motivation is the focus. Human behavior depends on motivation which is not a product but a continuous process. That is why it is relevant to know the motivation mechanisms and factors.

According to Maximiano (2010), the motivation theories are divided in two groups: the process theories and the content ones. The former tries to explain how the motivation mechanisms operate and in that group there are: the Behavior Model, the Expectation Theory, behaviorism and the Equity Theory. On the other hand, the Content theories try to explain the specific reasons that motivate people, covering the Classical Theories, the Needs Theories, Frustration and the Two Factors Theory.

This study is grounded on the Two Factors Theory by Frederick Herzberg, an American psychologist and consultant. His theory was developed in the 60´s and tries to explain people´s behavior at work.

4. THE TWO FACTORS THEORY

This theory points out how the working environment and the kind of work interact to produce motivation. Following this theory, motivation comes from factors which can be divided in to categories: the hygienic factors and the motivation ones.

The higyenic or external factors are related to the working conditions, covering the chief´s supervision style, the relationship with colleagues, wage, the personal administration politics, the physical conditions and safety at work. These factors may produce satisfaction or dissatisfaction towards the environment, but no motivation at work (MAXIMIANO, 2010).

Motivation or the inner factors are related to the work itself, covering the content of work, the feeling of accomplishment of something important, of proud, the practice of responsibility, the possibility of growth, as well as the feeling of prestige which comes from the profession and the recognition of a

well done job. These factors may produce motivation to work. (MAXIMIANO, 2010).

5. SATISFACTION AND MOTIVATION

According to Maximiano (2010), it is stated in the theory of the Two Factors that motivation to work is different from satisfaction with the working environment. On the other hand, Herzberg (apud MAXIMIANO, 2010) states that satisfaction at work depends on two motivation factors, i.e., the challenging content or activities provided by the working position of the person; while dissatisfaction with that position depends on hygienic factors which are the working environment, wage, benefits, supervision, colleagues and the occupation general context (CHIAVENATO, 2004).

In Herzberg theory, satisfaction or discontent are not opposite poles from the same continuum, but they constitute two different dimensions. His studies suggest that the factors related to satisfaction and discontent at work are different. For that author, the opposite meaning of satisfaction is not dissatisfaction, but non dissatisfaction (HERZBERG apud MAXIMIANO, 2010).

6. THE COMBINATION OF TWO FACTORS

Following Herzberg theory, it is the integration of hygienic and motivation factors which is capable of motivating people efficiently. Thus, it is necessary a psychological and a material safety basis which is represented by the hygienic factors in order to balance the motivation factors. Therefore, in order to the hygienic factors have a positive effect on performance, it is needed some challenging level or something that attracts the worker´s attention which are represented by motivation factors (HERZBERG apud MAXIMIANO, 2010). The result of such integration can be seen in Figure 1.

Figure 1. Combination of motivation and hygienic factors.
Adapted from Maximiano (2000).

7. METHODOLOGY

This is a qualitative research, in which the registers were collected through an intentional cross-section, in a non probable situation, with no intention of interfering in the process but just search for increasing comprehension upon the aspects that may influence the present tutors in their will to participate in the EaD modality. The subjects of this research were present tutors from the long distance graduate courses from IFES in partnership with UAB. The data were collected through individual way when questionnaires from Google Docs were applied.

The questionnaire was divided in four groups of questions: I. The subject description;II. Academic formation and professional experience on long distance and present education; III. Questions related to hygienic factors; IV. Questions related to motivation factors.

The questions referring to group III and IV were prepared based on Herzberg Theory. Initially, the motivation and hygienic factors adapted to the peculiarities of the present tutorial of the courses in the EaD modality were identified and analysed. The questions related to groups III and IV were answered throughout a preference scale as that by Likert (BAKER, 1995), in which each alternative has a determined value, or better, a crescent scale that varies from 1 to 5, in which 1 means the least satisfied level and 5 means the most satisfaction level.

8. RESULT ANALYSIS

Related to the present tutors who work at CEAD/IFES it can be said that it is a heterogeneous group, prevailing the age 29/30 years old as it is shown in Table 1.

Age	Quantity	Percentage
20 - 29	5	36%
30 - 39	5	36%
40 - 49	3	21%
50 - 59	1	7%
Total	14	100%
	14	100%

Table 1. Information about the age

Related to gender, the majority is composed by men (55%), due to the graduation courses in Informatics though the number is not related to this area

where most population is composed by men, but to the present tutors who are from the area of Pedagogy whose population is mostly a feminine one.

In relation to the academic formation and professional activity, 69% of the tutors answered that the pedagogic practice is their main professional activity and 8% answered that tutorial is their main activity. Although they are aware that there is a lack of work in the countryside of the Espírito Santo State (ES), such a low number is a worrying data, considering that there is a scholarship of R$765,00 (US$ 485,00) which should be an encouragement to the offering of courses from UAB. Nevertheless, the small cities are not equal concerning their documents related to the creation of a present supporting pole. Some of the present tutors need an extra incentive for research or they can be laid off their docent activities at state schools. In Table 2 there is the education level of the present tutors from CEAD/IFES. Most of the teachers are post graduated (80%).

Education	Quantity	Percentage
Full top	6	17%
Postgraduate	28	80%
Master's Degree	1	3%
Ph.d.	0	0%
Total	35	100%

Table 2. Information on education level

Considering the EaD formation, 71% answered that they possess, most of them from IFES, while 29% answered that they did not get it yet. This is an alarming factor because one of the guidelines for working with EaD is the approval in the training course offered by IFES. This situation can be due to substitution of the competent tutors in urgent cases, during the courses.

Table 3 shows the quoted questions and the results from group III (Hygienic factors) in the questionnaire. It was noticed that tutors in general are satisfied with the supervision in their work (69%) and very much satisfied (74%) with their relation towards the team from the present support pole. Related to the course coordinator, 46% are very much satisfied, 49% are satisfied while 6% are less satisfied.

Degree of satisfaction with:	Average	Standard Deviation	Fashion	Satisfaction Based on the average
Supervision of their work	4,3	0,5	4,0	Satisfied
Rel. c/polo team	4,7	0,4	5,0	Very Satisfied
Rel. c/o course Coordinator	4,4	0,6	4,0	Satisfied
Rel. c/o professor specialist	4,1	0,7	4,0	Satisfied
Rel. c/students	4,6	0,6	5,0	Very Satisfied
Wages received for her mentoring activity	3,3	0,8	3,0	Little Satisfied
Initial accreditation policies and continuous	3,8	0,5	4,0	Satisfied
Administration of Polo	4,4	0,5	4,0	Satisfied
Physical space pole	4,0	0,7	4,0	Satisfied
Access to Internet	4,2	0,6	4,0	Satisfied
Query conditions in the area of the course books	3,3	1,0	4,0	Little Satisfied
Didactic Material supplied	3,8	0,8	4,0	Satisfied
Use of Web conferencing	3,9	0,8	4,0	Satisfied
Security in the exercise of their activities	4,4	0,6	4,0	Satisfied
Overall Average	**4,1**			**Satisfied**

Table 3. Hygienic factors evaluated

A curious fact was demonstrated in relation to specialist teachers, when 20% of the respondents are less satisfied, 49% are satisfied and 31% are very much satisfied. This relation occurs in a non present condition, due to the communication which happens by e-mail, web conference and/or telephone and it was, in general, considered as the most fragile relation compared to other poles and course coordinations.

It could be also noticed a division among opinions related to the didactic material used by CEAD/IFES, as can be seen in Table 4. This question deserves an individual analysis, considering the specificities of each subject and teacher.

Didactic Material	Quantity	Percentage
Very Dissatisfied	1	3%
Dissatisfied	1	3%
Little Satisfied	7	20%
Satisfied	21	60%
Very Satisfied	5	14%
Total	35	100%

Table 4. Information about the satisfaction with the teaching materials used

It was also observed that a division among opinions related to physical space, Internet access, use of books, web conferencing and safety in the pole. All these items depend on politics of the city that really boosts the pole, offering an adequate infrastructure. For all the items, it prevailed the option content, although the only items in which the options discontent and very much discontent showed a percentage above 0%.

Table 5 presents the cited questions as well as the gotten results in group IV (motivation factors) from the questionnaire.

Degree of Motivation:	Average	Standard Deviation	Fashion	Satisfaction Based on the average
For the job of mentoring	4,3	0,5	4,0	Satisfied
For the use of their expertise in mentoring	4,4	0,5	4,0	Satisfied
Possibility to use the knowledge of his training area	4,4	0,6	4,0	Satisfied
By participating in the current team	4,4	0,7	5,0	Satisfied
With its role in teaching process	4,3	1,0	5,0	Satisfied
The degree of responsibility given to you	4,3	0,6	4,0	Satisfied
To make new training courses in the area of EaD	4,3	0,7	4,0	Satisfied
To continue to act as face-to-face tutor	4,4	0,9	5,0	Satisfied
To act in other roles of Ifes courses	4,4	0,7	5,0	Satisfied
The level of intellectual effort required from you	4,3	0,5	4,0	Satisfied
The degree of commitment required of you	4,3	0,6	4,0	Satisfied
Amount of hours spent on mentoring	4,2	0,6	4,0	Satisfied
By the recognition and appreciation of his work	3,9	1,0	4,0	Satisfied
To participate in decisions relating to course	3,8	1,0	4,0	Satisfied
Overall Average	**4,3**			**Satisfied**

Table 5. Motivational factors evaluated

Related to the motivation factors, especially concerning to tutorial practice, 37% are very much content, 60% are content and only 3% are discontent. Concerning the use of knowledge for practicing tutorial, 43% are very much satisfied while 57% are just satisfied.

In general, the words satisfied or content and very much satisfied are the most found among the motivation answers related to the possibility of using acquired knowledge from the formation area, due to the participation in the course team, in the process of an EaD course. The same happens to the item responsibility. To sum up, most of the subjects of this research intend to continue working as tutor and they are motivated to continuous education, i.e., to start new formation courses in the EaD modality.

9. Final Considerations

In this research, it was identified that the most fragile motivation questions are those related to infrastructure offered to present support poles. Therefore, it is needed to improve the working conditions as the internet access, to amplify the quantity of books, to improve the access to and safety at poles among others.

In such a situation, it is relevant to point out that a political educational project covering Federal Government Public teaching Institutions and cities must integrate actions in order to provide a qualified EaD, because, if one of the involved persons does not have commitment, the whole long distance course may suffer. On the other hand, the teaching institutions as in this case IFES

must be alert concerning the quality of the didactic material that is being used as well as the rapport among teachers and the present tutors of a course.

It is also important to register that the continuous education must be focused in order to improve and maintain the quality of work as well as the present teachers´ motivation.

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