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## FOSTERING A PASSION FOR RESEARCH IN TEACHER TRAINING STUDENTS: A CASE STUDY AT THE BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DE JALISCO

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**Abstract:** In the context of education, passion for research is an essential quality that drives students to seek and deepen their knowledge. In this case study conducted at the Benemérita y Centenaria Escuela Normal de Jalisco, we investigate how five teacher advisors, passionate about research, can foster this same passion in their students who are in the process of developing their degree works. The main objective is to understand how these advisors manage not only to guide their students in the production of thesis or reception papers, but also to inspire them to continue researching and participating in future projects and congresses related to their educational practices.

**Keywords:** Passion, research, development

**Thematic line:** Research in educational research

**Type of paper:** Partial research report.

## PROBLEM STATEMENT

In today's society, the production of scientific knowledge plays an essential role in making informed decisions and solving complex problems. In this context, education becomes fertile ground for sowing the seed of passion for research, a fundamental quality that drives students to seek and deepen their knowledge. The Benemérita y Centenaria Escuela Normal de Jalisco stands out for its commitment to this educational mission, where five teacher advisors stand as living examples of those passionate about research and strive to instill this same passion in their students. This case study focuses on understanding how these advisors, despite the barriers and challenges inherent to the degree process, manage to inspire and motivate their mentees to continue researching and participating in future projects.

The generation of scientific knowledge is a necessary response to a world saturated with information that, although it responds to a need, does not always meet the rigorous

methodological standards that the search for truth requires. Rather than bringing us closer to knowledge, this information can generate confusion and misinformation, leading to decisions lacking adequate scientific support. The production of scientific knowledge is a complex process, one that many students avoid or face with apprehension, often lacking the necessary tools and guidance from experts to simplify this journey. In the field of teacher education, this problem is not foreign.

The Benemérita y Centenaria Escuela Normal de Jalisco, like many educational institutions, recognizes the importance of providing its students with competencies that not only enable them to practice their profession, but also train them as researchers. Competencies such as critical and creative thinking, communication skills in diverse contexts and the ability to use educational research resources to enrich teaching practice are considered essential (SEP, n/d). However, the reality is that the development of these skills is a shared challenge between students and teachers, and can be especially complicated when the teacher, despite his or her experience in his or her specific subject (*expertis*), does not necessarily have a mastery of the methodology for the production of scientific knowledge.

In this context, it may seem a romantic or even utopian challenge to think that an advisor, in charge of guiding students in the construction of their degree projects, can transmit the passion for research. For many students, this stage is perceived as one more requirement on their way to the degree, without giving the importance to the academic contribution and cultural richness that this experience can offer. Moreover, at present, some degree programs do not include a specific subject that provides them with the foundations of scientific knowledge and its methodology.

Despite these challenges, the passion for research is an internal force that has been the subject of reflection from different philosophical perspectives throughout history. From the viewpoint of René Descartes, Immanuel Kant and Friedrich Nietzsche, among others, this concept has been explored as an intense emotional motivation that drives a person to seek and deepen knowledge, generating a personal commitment and connection with the learning process. These thinkers have highlighted the importance of passion in the search for knowledge, the overcoming of limits imposed by morality and social conventions, and its role in the perception and valuation of the world.

This case study dives into the experience of five teacher advisors at the Benemérita y Centenaria Escuela Normal de Jalisco, who, despite the challenges and the lack of a specific pedagogical structure to teach the passion for research, strive to transmit this investigative ardor to their students. Through a detailed analysis of their methods and practices, this study seeks to shed light on how these advisors manage not only to guide their students in the production of theses or reception papers, but also to inspire them to continue researching and actively participating in the generation of knowledge in the educational field.

### **RESEARCH QUESTION:**

How can teacher advisors foster a passion for research in the students of the Benemérita y Centenaria Escuela Normal de Jalisco who are in the process of developing their degree projects?

### **RESEARCH ASSUMPTION:**

It is believed that, despite the barriers and challenges inherent to the degree process, teacher advisors have the ability to inspire and motivate their students to continue researching and participating in future projects related to their educational practices, transmitting to them their passion for research.

### **RESEARCH OBJECTIVES:**

- Understand the strategies and methods used by consulting teachers to foster a passion for inquiry in their students.
- Identify specific barriers and challenges faced by students in the degree process and how teacher advisors address them.
- Analyze the impact of passion for research on students' engagement and performance in the research process.
- To explore students' perception of the importance of research in their teacher education and their willingness to participate in future projects and congresses related to their educational practices.
- To provide recommendations based on the findings to improve the promotion of the passion for research in teacher training students and, therefore, in the quality of teacher training at the Benemérita y Centenaria Escuela Normal de Jalisco.

### **THEORETICAL FRAMEWORK**

Fostering a passion for research among students, especially in the context of teacher education, has been a topic of growing interest both nationally and internationally. The search for effective strategies to inspire students to become actively involved in research has become a key educational objective, considering the importance of scientific knowledge generation in contemporary society. In this state of the art, we summarize some of the relevant findings and approaches on this topic according to the General Directorate of Higher Education for Teachers (DGESuM) of Mexico, the Ministry of Public Education (SEP) and various national and international sources.

In Mexico, teacher training is a critical component of the education system. The DGE SuM, under the SEP, establishes guidelines and competencies that future teachers must acquire throughout their training. Among these competencies is the ability to apply educational research resources, enriching teaching practice and expressing an interest in science and research itself. These guidelines highlight the importance of teachers not only being consumers of knowledge, but also generators of it (SEP, n/d).

Research in teacher education has become an area of ongoing study and development. Teachers who engage in research can provide a richer and more meaningful learning experience for their students. In addition, this involvement can contribute to the improvement of the quality of education nationally and internationally.

The role of academic advisors in fostering a passion for research among students has been the subject of study. The academic literature has highlighted the importance of advisors acting as role models, sharing their own passion for research and providing effective support to students throughout their research process (Lunenberget al., 2014). These advisors play a crucial role in mentoring students and promoting a stimulating learning environment.

Research has shown that passion for research can be a driver of creativity and innovation in education. According to Csikszentmihalyi (1990), passion and flow in an activity are intrinsically related. When students find passion in their research, they are more likely to experience optimal flow, which can drive their engagement and performance in the research process.

Internationally, several countries have implemented strategies to foster a passion for research among future teachers. For example, in Finland, research is promoted from the early stages of teacher education by encouraging students to actively participate in research

projects (Simola, 2005). This approach has been associated with high quality in Finnish education and has served as a model for other nations.

Fostering a passion for research among teacher education students is an issue of great relevance in the field of teacher education in Mexico and the world. Academic advisors play a crucial role in acting as role models and providing effective guidance. Approaches that foster a passion for research not only enrich the training of future teachers, but also contribute to the improvement of educational quality in general. Establishing a learning environment that promotes curiosity, critical thinking, and creativity is essential to inspire students to continue researching and actively participating in future projects related to their educational practices.

The passion for research is a journey that leads to self-actualization, a concept put forward by Abraham Maslow in his "Hierarchy of Needs". Maslow (1943) proposed a theory that establishes a hierarchy of human needs, from the most basic, such as physiological and safety needs, to the highest, which include social, esteem and self-actualization needs. Self-realization represents the top of this pyramid, where individuals seek satisfaction of their deepest personal needs, including a passion for research and intellectual growth.

Let's imagine a teacher-training student on his path to self-realization. He begins by satisfying his most basic needs, such as food and security, but as he progresses through his education, he feels the spark of curiosity ignite within him. This spark leads him to question, explore and eventually dive into the world of research.

In his or her pursuit of passion for research, the student may experience a particularly intriguing state, described by Mihaly Csikszentmihalyi (1990) as "the flow." This state refers to a total immersion and satisfaction in a challenging activity. When a student is immersed in an exciting research project, he loses track

of time and feels completely absorbed in his work. It is as if the outside world disappears, and the only thing that matters is the research in progress.

Carol Dweck (2006) provides another piece of the puzzle with her “growth mindset” theory. This mindset centers on the belief that skills and intelligence can be developed through effort and practice. When students approach research with a growth mindset, they are willing to face challenges and see mistakes as learning opportunities. This allows them to embrace research as a continuous and evolving learning process.

John Dewey (1938) advocated an experiential approach to education, where learning is achieved through participation and practice. Promoting active inquiry in educational settings reflects this approach. Students not only acquire theoretical knowledge, but also apply that knowledge in solving real problems, which fuels their passion for research.

Ken Robinson (2009) reminded us of the importance of creativity in education and how educational systems can limit it. Encouraging research can be a way to unleash students’ creativity. When given the freedom to explore their interests and curiosities through research, they can find creative ways to address problems and generate innovative solutions.

Finally, we cannot fail to mention Richard Feynman (1985), a passionate science popularizer who talked about the pleasure of discovering things for oneself. He inspired people to enjoy the process of research and learning. His contagious enthusiasm reminded everyone that research is not only an academic duty, but also a pleasure.

So, a passion for inquiry is a journey that leads toward self-realization, a process in which students immerse themselves in the pursuit of knowledge, experience flow, cultivate a growth mindset, engage in experiential learning, unleash their creativity, and find ple-

asure in discovery. These elements, supported by the theories and concepts of Maslow, Csikszentmihalyi, Dweck, Dewey, Robinson, and Feynman, weave together to form a powerful narrative on how to cultivate a passion for inquiry in teacher education students.

## METHODOLOGY

The research has as its beginning the description of the phenomenon experienced by the professors of the Benemérita y Centenaria Escuela Normal de Jalisco (ByCENJ), in the advising of degree works. This description allows us to glimpse a wide panorama of the particularities that the institution presents to its professors; from important aspects such as the profile to be an advisor, to the training they receive for the work with the students and their final document.

Therefore, in this work the case study method has been chosen to allow researchers to account for the particularities of the whole process that takes place during the advising for the degree document, in addition to the characteristics that the institution has in the procedure for assigning advisors, giving tools for working with the advised and the various situations that arise within this interaction.

According to Yin, the case study represents a strategy that researchers prefer when the questions are of the type: how and/or why; or when the researcher encounters contemporary phenomena, in some real life context (Yin, 2001), therefore, we believe that given these characteristics and the interest in accounting for the particularity of the context in which the research situations occur, it is the ideal model to guide our research.

We can mention then that our research has as a priority method a descriptive case study, given that our interest is to describe how the phenomenon of degree counseling occurs within the ByCENJ and what are those particulars that keeps this process; where

some of the data collection techniques will be instruments such as the questionnaire and in-depth interview, with people who meet the characteristics of being teachers of the institution, in addition to having experience in the counseling of degree documents.

Describing the context of the Escuela Normal is sometimes a bit complex. Although it is an institution of higher education it has some particularities among them we can mention the lack of autonomy of economic and curricular management which forces the school to depend first on a Federal curriculum that is adapted to the conditions of the context thanks to the participation of teachers however it is not entirely appropriate to the context where the school is located another particularity is that the entire budget and the management of this depends on the budget allocated by the Federation and what are the tasks of this allocated budget that have already been dictated previously. There are some other characteristics, for example, the current curricula recommend three degree modalities: a report, a portfolio and a thesis; however, since these degree modalities were proposed, there has been a lack of understanding as well as a lack of training of the personnel to be able to give an account or help in the process of advising the students who reached the end of their career.

Regarding the degree modalities, there are well defined elements from the original approach of the Study Plan (2011, 2018 and 2022), for example, in the case of the report, it is defined that the methodology to be used to account for the phenomenon; For example, in the case of the report, it is defined that the methodology to be used to account for the phenomenon; this will be Action Research, for obvious reasons, this methodology agrees with the analysis of the teaching practice, however the difficulties, first, by the lack of training as well as experience in research, with this type of methodology has generated that teachers make an interpretation of the method, from

different points of view, according to the own training of these teachers who attend in the thesis advising.

The lack of training and/or reading about methodological issues complicates the degree process for students and even more with the objective we propose in the research, we lose the passion or we make students lose their passion to be included in the field of scientific knowledge. Therefore, the difficulties of the advisor to guide with an adequate methodology to the type of work that the student intends to perform, further complicates their understanding in the procedures of the research and in turn in the insertion to this, losing interest and passion to know or expand the knowledge of the topic that has interested them.

Initially, a questionnaire is applied through the Google forms, which have questions related to the ways in which the advisors pose and solve problems in advising, such as the student's interest and motivation for research, and also questions what are the best or most frequent strategies that teachers use when advising.

After obtaining the results of the questionnaires, we intend to make a sample of the advisors with more experience and with answers close to our research interest, to conduct an in-depth interview where we can address more deeply, what kind of work does the teacher to guide the student in achieving their degree work and on the way to encourage the passion for research or the taste for knowledge through scientific methods.

## RESULTS

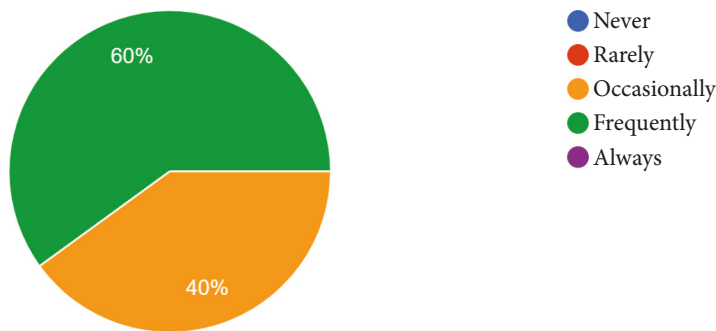
We have found interesting results, although partial, about the experiences that teachers have considered about their advisories regarding the degree documents, among them some contradictions during the described process, which reveal some added difficulties for the satisfactory achievement of this construction.

An example of this is that in one of the questions asked, the challenges faced by the advisors regarding the motivation of the students when facing the process of construction of the degree document, the teachers affirm that it is one of the situations that frequently arise; however, there are comments where it can be seen that they are not interested in ad-

ressing the motivation or that it is only the student's responsibility to work on it, in order to be responsible for their own process. This is congruent if we think that there are also comments that students should be encouraged to be self-managing or self-taught during the formulation of the document.

In my experience as a degree advisor, how often have you faced challenges related to student motivation?

5 responses

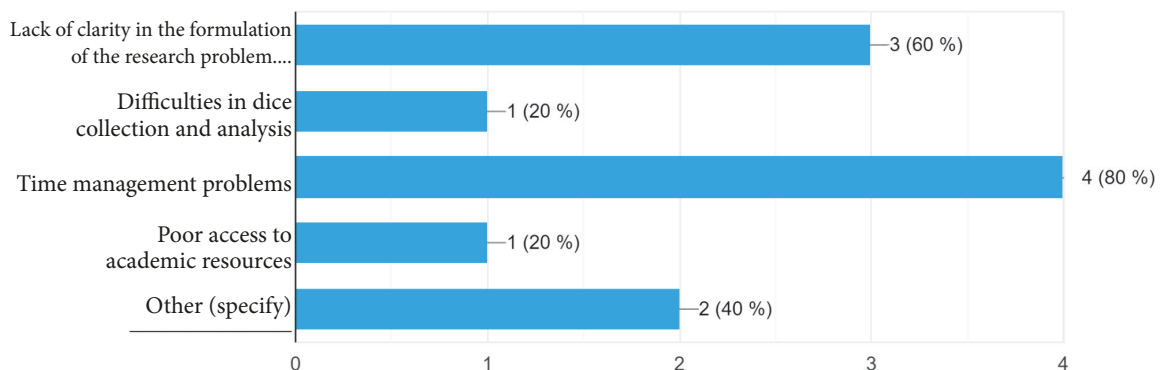


The graph shows that there are challenges with the students' motivation towards their work, it is frequent in 60%, which implies that according to the number of advisors surveyed, at least 30 students have gone through a period of lack of motivation during

the process of construction of their work, and this also implies that it is difficult to think that during this period of time, students can hardly be self-managing, making the work of the teacher advisor even more difficult.

Which of the following do you consider to be the most common challenge faced by ByCENJ students in the process of preparing their docum...itulations? (check all that apply)

5 responses



We also see that these aforementioned challenges on motivation contribute to some other problems that hinder the construction of the document for the degree; this highlights the importance of the role of the advising teacher in the motivation of the student and therefore, in the search for the development of the passion for this research skill. That is, it will be difficult for the student to develop a taste for research, even though it is one of the skills that he/she should develop as a teacher, if the teachers who accompany him/her do not provide elements that facilitate the achievement of the skill and therefore the taste for research, beyond his/her degree document, but as a constant of the education professional. Without this, it seems then that this process that is built and developed between advisor and advised ends up being a mere administrative procedure to achieve their degree.

## **DISCUSSION AND CONCLUSIONS**

This research has explored the complex task of fostering a passion for research in teacher education students at the Benemérita y Centenaria Escuela Normal de Jalisco. Par-

tial results reveal challenges in student motivation, the importance of the role of teacher advisors, and the positive impact of passion for research on the commitment and performance of students completing their degree document.

Fostering a passion for research is essential for the formation of future teachers who are not only consumers of knowledge, but also generators of it. But up to this point in the research, it is considered that to achieve this, an active collaboration between the educational institution, the teacher advisors and the students themselves is required.

On the other hand, the training of advisors, emotional support, the promotion of motivation and the creation of stimulating environments are some of the key components. Cultivating a passion for research not only contributes to the formation of more committed and competent professionals, but also enriches the quality of education and the generation of knowledge in the educational field. The path to self-realization through research is a journey that can transform the lives of students and prepare them to face the challenges of teaching and even the uncertainty of education in the contemporary world.

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