

THE TEACHER'S USE OF INSPIRATION AS A BASIS FOR EFFECTIVE WORK IN THE EDUCATIONAL PROCESS[†]

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Abstract

The article talks about inspiration, different approaches and interpretations of scientists on the one hand, and on the other hand, it refers to the role of the teacher and how a teacher, using inspiration as a method, can influence students' learning motivation. Studies have shown that the teacher is important to the learning process.

This paper discusses the characteristics of teachers and how they must be well trained, focus on and monitor the educational process, be dedicated and responsive, build positive relationships with students, and create a safe classroom environment to maintain students' long-term achievement.

The work is interesting and contains novelty because these two topics - inspiration and the role of the teacher - have been discussed a lot by different sciences. Still, for the first time, an attempt is made to scientifically connect these two important links and prove through research that the correct use of inspiration in the educational process can lead to unprecedented results: increased learning motivation and the effectiveness of the learning process. This article will try to substantiate our assumptions theoretically and present the research results in future works.

Keywords: inspiration, learning process, teacher's role, inspirational teaching, inspired students, teacher-student relationship.

INTRODUCTION

The term "inspiration" has been used in various disciplines (e.g., Literary criticism, theology,

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psychology) and pieces of literature within psychology. Often, the term is not defined, is used interchangeably with other constructs, or is referenced only to be critiqued as mythical, unimportant, or unscientific.

Psychologists define inspiration as being motivated by something outside yourself that evokes an idea and/or the impulse to produce something creatively. It's "a motivational state that compels individuals to bring ideas into fruition" (Oleynick et al., 2014). The word "inspiration" is related to its more literal meaning of "breathing in." But from this literal meaning comes the more common use of the word—a "breathing in" of an idea, purpose, or creative impulse. This implies that inspiration is evoked rather than actively pursued (Thrash & Elliot, 2003). However, some researchers believe that, while you might not be able to "will" inspiration to happen, you can cultivate it.

First of all, we should highlight the role of the suggestive teacher in discussing and emphasizing his/her role in the process of acquiring knowledge. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his/her students, and be inspirational.

An inspirational teacher is described as someone who has compassion, enthusiasm, energy, and consistency and gives encouragement and attention to his/her students. Thus, it is necessary to be informative, engaging, and challenging to be inspiring.

Inspiring teaching challenges students to use their own minds and encourages them to want to fully engage with a topic to explore and critically analyze all ideas associated with it. The most suggestive teacher is he who makes his pupils feel that he is keeping back from them something of value they can have if they ask for it and are worthy of it.

No device of teaching or of manner, no reserve of information or of sympathy, will promote suggestion unless the idea that is to be suggested is first vividly imagined and keenly felt by the teacher. Inspiring teachers are identified as strong motivators for future aspirations, not just immediate effort or engagement. Inspiring teaching is frequently described as exciting, innovative and/or creative.

The key aspect of being an inspiring teacher is having a passion for the profession and transmitting that enthusiasm, either for learning or for a particular subject, to their students.

A characteristic feature of inspiring teachers is that they are flexible and adapt their teaching

according to their student's needs. They, as well as being knowledgeable, also bring innovation into their practice and use new, modern approaches to education. They exploit their creativity and are willing to take some risks. Inspiring and being effective are two related and mutually dependent aspects of teaching.

These teachers set ambitious standards for themselves and their students; they have high expectations and a strong sense of self-efficacy, believing they can make a difference in student learning and achievement. Inspirational teaching is an outcome that is transformational in the sense of having a sustained impact on student learning.

If excellence in teaching is about supporting students to achieve the required learning outcomes, inspirational teaching goes beyond this. By "beyond", we mean that the impact on the student learning is "sustained"-it must be considered that the student's actions following the teaching and learning interaction also make it inspirational.

Over time, education systems perform best when their teachers are respected, prepared, selected based on merit, and supported in their work. To be purposeful is the next important characteristic of a teacher. Purposeful teachers are ethical professionals who have both freedom and responsibility to make pedagogical decisions in the best interest of their students.

They have clear goals for their teaching: the goals are long-term and give meaning to themselves, and the teachers can reflect on the goals and explain their reasons.

These goals inspire the teacher in their everyday life and sustain them in the teaching profession.

A purposeful teacher considers her students' abilities, gender, prior knowledge, motives, and expectations to make learning meaningful.

The 21st-century skills include an open-minded attitude from a teacher and a growth mindset to learning to make it possible to be continually challenged to learn new things and guide the students in their search for purposeful learning.

THE ANALYSIS OF THE LITERATURE ON THE ISSUE

- Early approaches in psychology attributed inspiration to the unconscious (Ribot, 1906; Von Hartmann, 1884; Wallas, 1926) (Thrash T.M., 2003, Inspiration as a Psychological Construct, pp. 871-889).

• A second source posited to produce inspiration is the preconscious (Kris, 1952; Martindale, 1981; Rothenberg, 1990), from which ideas are more readily accessible. (Thrash T.M., 2003, *Inspiration as a Psychological Construct*, pp. 871-889.

• Building on Freudian concepts, Kris (Kris, 1952) explained creative inspiration as a regression in the service of the ego. In the inspiration stage, the individual permits himself or herself to regress to primary processes that involve flexible thinking, thus making novel associations more likely. (Thrash T.M., 2003, *Inspiration as a Psychological Construct*, pp. 871-889.

• Socrates viewed inspiration as a state of manic possession or enthusiasm (Plato, 1974), (Thrash T.M., Elliot A.J., Maruskin L.A., Cassidy S.E., 2010, *Inspiration and the Promotion of Well-Being: Test of Causality and Mediation*, *Journal of Personality and Social Psychology*, 98(3), pp. 488-506.

• Rourke described inspiration as a physically transformative experience affecting the whole person that changes how an individual experiences the world. (Searl G. D., Hanrahan S. J., 2011, *Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal*, Vol. 32, No. 7, pp. 736-754.)

• Hart (1998) defined inspiration as a “specific epistemically process that provides psychological and spiritual sustenance and is characterized by a remembrance or recognition of some knowledge or perspective valuable in the social or psychological context given”, a definition that hardly lends itself to empirical investigation. (Jennings II D., 2012, *Inspiration: Examining its Emotional Correlated and Relationships to Internalized Values*, Virginia Commonwealth University, VCU Scholars Compass, Theses And Dissertations, 113 p).

• Thrash, Elliot, and Degaard asserted that inspiration could be conceptualized as a distinct psychological process. (Searl G. D., Hanrahan S. J., 2011, *Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal*, Vol. 32, No. 7, pp. 736-754).

• Inspiration is posited to serve a unique approach function: it motivates the transmission or expression of the newly appreciated qualities of the evoking object. (Oleynick V.C., Thrash. T.M., LeFev M.C., Moldovan E. G., Kieffabar P. D., 2014, *The Scientific Study of Inspiration in the Creative Process: Challenges and Opportunities*, *Frontiers in Human Neuroscience, Hypothesis and Theory Article*, Vol.8, Article 436, 8 p).

- Engen (2005) concluded that inspiration is an experience that integrates emotional, behavioural, intellectual, and sensory capacities to enable people to act in novel and effective ways. (Searl G. D., Hanrahan S. J., 2011, Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal, Vol. 32, No. 7, pp. 736-754).
- Tschang and Szczypula (2006) defined inspiration as a specific instance that affects our thinking at a particular moment or in a certain way to trigger the mutation of a concept. (Searl G. D., Hanrahan S. J., 2011, Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal, Vol. 32, No. 7, pp. 736-754).
- Garcia-Morales et al. described inspiration as the ability to motivate followers, primarily by communicating high-level expectations. (Searl G. D., Hanrahan S. J., 2011, Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal, Vol. 32, No. 7, pp. 736-754).
- Evidence of inspiration is framed in various ways, usually one or more of the following: immediate student engagement in the classroom, a lasting effect on students' aspirations and self-concepts, or interest in a particular subject. (Kington A., Lindorff A., Ortega L., 2014, Inspiring Teachers: Perspectives & Practices, 144p).
- Inspiration is "subjection to an order before understanding the order." (Joldersma C.W., 2007, the Importance of Enjoyment and Inspiration for the Learning from a Teacher, 13p).
- It's the least tangible and most powerful ingredient in learning. (Cohen & Jurkovic, 2017, Inspirational Teaching in Higher Education: What Does it Look, Sound and Feel Like, 8p).
- Inspiration can empower the student to be an active learner, engage with different topics, and communicate with his/her classmates. (Buheji M., 2017, in Search of the Inspired Student Measuring of Youth Inspiration in High School-a Youth Economy Paper, pp. 785-797).
- According to Allport & Odbert, 1936, inspiration is a temporary state that occurs momentarily. (Searl G. D., Hanrahan S. J., 2011, Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal, Vol. 32, No. 7, pp. 736-754).
- Hymer (1990) confirmed the presence of intense energy in inspiration at the moment and posited it is surprising because it arrives quickly and unexpectedly. (Searl G. D., Hanrahan S. J., 2011, Leading to Inspire Others: Charismatic Influence or Hard Work? Leadership and Organization Development Journal, Vol. 32, No. 7, pp. 736-754).

• Knowlson (1922) characterized inspiration as a positive synthesis of unconscious thoughts and ideas marked by intense emotion. (Jennings II D., 2012, Inspiration: Examining its Emotional Correlated and Relationships to Internalized Values, Virginia Commonwealth University, VCU Scholars Compass, Theses and Dissertations, 113 p).

• Algoe & Haidt (2009), drawing on Thrash & Elliot's (2003) conceptualization of inspiration as a motivational state, regarded inspiration to be the motivational output of admiration, providing energy for one to pursue goals or achieve success. (Jennings II D., 2012, Inspiration: Examining its Emotional Correlated and Relationships to Internalized Values, Virginia Commonwealth University, VCU Scholars Compass, Theses and Dissertations, 113 p).

METHODS AND RESULTS

In our article, we used observation, conversation and case studies. We studied the teacher's ability to inspire students and whether it affects the motivation and progress of the researchers. Thus, we prepared questions and compared the results with the students' educational results.

The 24 teachers of one of the schools in Egypt have answered the 15 questions that were prepared by us on the "google form", choosing the answers "yes", "no", "sometimes", "often", "always", "agree", "disagree".

The questions are:

1. In your opinion, is your class a pleasant area for the student?
2. Is your relationship with the student based on mutual respect?
3. Do you punish your student when he/she makes a mistake?
4. Do the students do their assignments?
5. Do you appreciate your student's good work?
6. How often do you use new teaching methods to inspire your students?
7. Do your students listen to you carefully during your lesson? Do they share their ideas? Do they ask questions?
8. Do your students get high scores?
9. Outside the classroom, do students ask for your help?
10. Do you believe in your students' ability to learn?
11. Do you teach because you love teaching or to earn money?

12. Do you create a positive atmosphere for your students?

13. In your class, how often do you involve your students? (By trusting different types of responsibilities)

14. Do you support your students when they fail?

15. Are you a lifelong learner? Do you like to apply new methods and expand your knowledge?

As we mentioned before, these questions aim to determine the level of the teacher's ability to inspire.

Thus, in the first question, 93.8% of the teachers answered that their class is a pleasant area for the student, and 6.2% is not. In the 2nd question, 100% agree that their relationship with their student is based on respect. In the 3rd question, 50% of the teachers sometimes punish their students, 18.8% they punish, and 31.2% they do not. In the 4th question, 31.3% of the students always do their assignments, and 68.7% sometimes. In the 5th question, 87.5% appreciate their student's good work, and 12.5% sometimes. In the 6th question, 43.8% always use new teaching methods, 31.2% sometimes, and 25% often. In the 7th question, 56.2% of students always listen carefully and participate in the class, while 43.8% sometimes. In the 8th question, 75% of the students get a high score, and 25% get a low score. In the 9th question, 56.2% of the students do not ask for the teacher's help outside the classroom, and 43.8% do. In the 10th question, 93.8% of teachers believe in their students' learning ability, while 6.2% do not. In the 11th question, 81.2% of teachers said they love teaching, and 18.8% said they work for money. In the 12th question, 50% of teachers always create a positive atmosphere in the classroom, 25% sometimes, and 25% often. In the 13th question, 62.4% of the teachers always involve the students by trusting different types of responsibilities, 18.8% usually, and 18.8% sometimes. In the 14th question, 93.8% of the teachers would support a student in case of failure, while 6.2% would not support. In the 15th question, 87.5% of teachers are lifelong learners who apply new methods and expand their knowledge, while 12.5% are not.

Analyzing the test data, we noticed that the percentage of punishing the students is extreme. Punishment gives the opposite result in the process of acquiring knowledge. A demotivated student needs appreciation to prepare the lesson, as well as to complete the assignments. The graph shows a high percentage of those who do not fulfil the assignment, which results in receiving punishment

very often. The student needs the teacher's appreciation and encouragement to prepare the lessons enthusiastically, get good results, become motivated and achieve academically.

We also noticed that only 43.8% of teachers always use new methods to explain the lesson, which is insufficient to motivate the students.

The Internet, online games, and outstanding and mystical social media control and charm the 21st-century teenager. Traditional teaching methods seem old-fashioned and boring to the student, especially the teenager, whose motivation level will be negatively affected, affecting the students' desire to achieve academically.

A case study is a research approach used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences.

We have observed children's behaviour for a long time and tried to encourage them through conversation to inspire positive motivation towards learning. In this article, we found it appropriate to present a case description from our research, presenting the story of one child in more detail to show more complete data about the entire research in our article.

This case is the story of "A", a 15-year-old Armenian boy in Egypt's Armenian School who was transferred to this school five years ago.

During the interview, "A" talked about the loss of his mother when he was only 11 months old, so he grew up with his stepmother.

He also talked about his difficulties transferring from one country to another, adjusting to the new environment, and making new friends.

Then, he said he had difficulty learning his mother language. Although he knew how to express himself in Armenian, studying the alphabet and writing his thoughts were difficult.

Gradually, he studied, and it took almost two years of hard work until we met at the beginning of this year.

His tact revealed the lack of attention.

Our relationship in the class was based on mutual respect.

Using some motivational expressions: "You're very smart", "You can do...", "If your friends can, so can you..."

He recorded outstanding progress during the class and at home, getting help from his private

teacher. “Mrs., your classes are fun”, he said at the end of our interview.

Recently, because of his good results, although he still needs to improve his language, I gave him a certificate titled “Young Armenian Scholar”.

Actually, this was my reward too... “Mrs., this is my first reward in my life” expression was exceptional.

DISCUSSION

Student-teacher relationships are an important factor in student success in the classroom. The increasing collaborative and communicative force between students and instructors are two basic motivation factors for learning. According to Clark’s (Joldersma Clarence W., 2008) opinion, teachers are the human point of contact with students. All other influences on the quality of education are mediated by who the teacher is and what the teacher does. “Teachers have the potential for enhancing the quality of education by bringing life to curriculum and inspiring students to curiosity and self-directed learning.”

In the teacher-student relationship, there are five important factors.

1. Sense of humour,
2. Support of their pupils’ self-esteem,
3. Interpersonal warmth,
4. Patience,
5. Empathy.

The student-teacher relationship can influence students’ future paths toward academic success and is positively linked with children’s academic performance. (Oleynick Victoria, Thrash Todd M., LeFew Michael C., Moldovan Emil G., Kieffabar Paul D., 2014)

Learning takes root and begins to grow in the relationship between teacher and student; the degree to which a teacher invests in those interactions affects learning outcomes and student behaviour in the classroom and potentially impacts each student’s future achievements and success.

The best teachers at all levels are those who have strong intellectual and emotional identities and commitments both to their subjects and to their students.

Showing students how much we care about them and their learning gives personal insight and growth, instils personal confidence, and inspires their interest in learning in and out of the

classroom. In other words, teachers who make a difference facilitate a significant personal transformation in the students' lives. Teachers must be enthusiastic about their subject matter if they wish their students to become interested in studying the subject matter.

Teachers have and transmit enthusiasm to cultivate positive relationships with students. They are flexible, reflective and adaptable to their practices, making purposeful and meaningful learning for students. They also help their students discover where their talents combine with their passions, promote a safe and stimulating climate in the classroom, and create clear and positive classroom management. Furthermore, they develop collaboration, bring innovation to the classroom, and are undoubtedly experts in their subject areas.

Inspired and empowered students were likelier to engage in the educational process and complete their work promptly. Inspired students are found to be ready for mentoring and are filled with self-confidence and excitement. Inspiring them means that teachers must reach deeper levels of understanding, where students must be able to construct meaning from a purposeful combination of their experiences and academic materials.

Inspiration as a process can empower the students to be active learners and help them be more engaged with a high entrepreneurial spirit. In the motivational aspect, the role of teachers in the educational process is the creation of a climate and a positive attitude that encourages learning and long-term success.

The inspiring teachers are particularly strong in creating a positive classroom climate, particularly in their assessment and evaluation of student's learning, classroom management and providing clarity of instruction.

Having good control of the class and being fair, firm and consistent were stressed as prerequisites for successful teaching and learning.

What matters more, at least from a general student perspective, is that teachers create a supportive and caring classroom atmosphere to inspire their students to become more confident, motivated, and effective life-long learners while conquering the subject matter. Regardless of whether the educational strategy is implemented, the teacher will play a key role in student learning. In all phases of education, student achievement correlates with the quality of the teacher.

To conclude, a student asserts (Day Christopher, 2009) that inspirational teaching "encourages you to believe in yourself... presents new perspectives that you hadn't dreamed of ...

is honourable and with a strong sense of justice tempered with compassion.”

In a word, teaching is a journey of hope based upon a set of ideals, for example, that I, as a teacher, can and will make a difference in the learning and the lives of the students I teach and the colleagues with whom I work-despite an acute awareness of obstacles to motivation and commitment, the sociology-economic circumstances of students, resource constraints, and policy factors over which I have no control.

CONCLUSION

The analysis of the role of inspiration in education primarily highlights teachers' crucial role in creating an optimal learning environment. The findings indicate inspirational educators significantly boost student motivation, engagement, and academic success. These educators do more than just transmit knowledge; they ignite passion, spark curiosity, and foster self-directed learning through empathy, respect, and innovative teaching methods. Moreover, the study emphasizes the need for teachers to adapt to the unique learning needs of their students, incorporating dynamic and modern educational approaches to engage 21st-century learners. Teachers who exhibit these qualities enhance the immediate learning experience and make a lasting impact, inspiring students to pursue academic and personal growth beyond their direct influence. This transformative effect of inspired teaching highlights its critical importance in evolving effective educational practices and underscores its role as a key driver of student outcomes and well-being.

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