

Motivated Teachers Motivates Students

Taylor, Ntoumanis and Standage (2008) found that factors that influence teacher motivation may also indirectly affect their [motivational strategies](#) toward students. [Perceived job pressure](#), [perceptions of student self-determination](#), and [teachers' autonomous orientation](#) influences teacher [psychological need satisfaction](#) of [autonomy](#), [competence](#) and [relatedness](#), and in turn affects how [self-determined teachers](#) are to teach. Consequently, need satisfaction and [self-determination](#) predict the degree to which physical education teachers use three important motivational strategies (understanding their students, provide them with more instrumental help and support, and offer them meaningful rationale).



Practical implications for teachers:

- Instruct students specifically on how they need to do to improve.
- Foster meaningful relations with students to promote a sense of student belonging within the class (Legault, Green-Demers, & Pelletier, 2006).
- Find out what goes on with the students' life.
- Explain the reason for doing certain tasks in class.
- Hold positive thoughts of your students. Think of them as self-determined individuals.

Practical implications for school authorities:

- Allocate sufficient time for teachers to accomplish all the lesson objectives in their lessons.
- Do not place too much emphasis on teachers being responsible for student performance standards and conforming to certain teaching styles (Taylor et al., 2008).
- Minimize pressurizing climates for teachers, so as not to undermine their psychological needs and in turn affect the adaptive motivational strategies they employ in their classes.

Keywords:

Autonomous causality orientation	According to (Deci & Ryan, 1985), individuals have a disposition toward autonomy, called <i>autonomous causality orientation</i> , which varies between individuals. A high autonomous causality orientation reflects a generalized tendency toward pursuing opportunities for self-determination. Taken from the General Causality Orientations Scale (GCOS; Deci & Ryan, 1985). Individuals' controlled and impersonal (i.e., the extent to which people experience their behavior as out of their control) causality orientation. E.g. "When you and your friend are making plans for Saturday evening, it is likely that you would each make suggestions and then decide together on something that you both feel like doing."
Autonomy	The degree of volition one feels in pursuing the activity and the need to feel congruence between an activity and one's values (Deci & Ryan, 2000). E.g. "I feel like I can make a lot of inputs in deciding how my job gets done"
Competence	The desire to interact effectively with the environment and to attain valued outcomes (White, 1959) e.g., "People at work tell me I am good at what I do"
Perceived Job Pressure	Perceived time constraints associated with physical education lessons (e.g., "I am sometimes rushing to complete my lessons"). Pressure associated with the school authorities (e.g., "My teaching methods are dictated by school policy"). Pressure felt from being evaluated based on their students' performance (e.g., "If students don't perform, it looks bad on my record") (Taylor & Ntoumanis, 2007).

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Perceptions of Student Self-Determination	Teachers' perceptions of students' motivational regulations (Goudas, Biddle, & Fox, 1994). E.g. Students take part in physical education classes. . . <ul style="list-style-type: none"> ○ Because they think PE is fun (intrinsic motivation) ○ Because they want to learn sport skills (identified regulation) ○ Because they would feel bad if they didn't (introjected regulation) ○ Because they'll get into trouble if they don't (external regulation) ○ But they think they are wasting their time (amotivation)
Psychological Need Satisfaction	Satisfaction of the three psychological needs was assessed using the Basic Need Satisfaction at Work Scale (BNSAW; Deci et al., 2001). Autonomy - E.g. "I feel like I can make a lot of inputs in deciding how my job gets done") Competence - E.g. "People at work tell me I am good at what I do") Relatedness - E.g. "I get along with people at work")
Relatedness	The desire to feel connected to significant others (Deci & Ryan, 2000). E.g., "I get along with people at work"
Self-determination	Self-determination theory assumes that different motivational regulations exist, each reflecting varying levels of self-determination (Ryan & Deci, 2002). Beginning with the most self-determined, <i>intrinsic motivation</i> involves pursuing an activity out of interest and enjoyment and without external contingencies (Ryan & Deci, 2002). Secondly, <i>extrinsic motivation</i> refers to partaking in an activity to attain an outcome separate from the activity itself. Extrinsic motivation can be further divided, in a descending order of self-determination, into <i>integrated</i> (pursuing an activity because it is congruent with other aspects of the self), <i>identified</i> (undertaking an activity because one accepts the value of the activity), <i>introjected</i> (partaking in an activity because of internal pressures such as guilt or shame), and <i>external</i> (doing an activity because of external pressures or incentives) <i>regulations</i> (Ryan & Deci, 2002). Finally, <i>amotivation</i> refers to a perception that no worthwhile reasons for pursuing an activity exist and hence a complete absence of self-determination (Ryan & Deci, 2002).
Teacher Self-Determination	Teachers' self-determination toward work was measured using the Work Motivation Inventory (WMI; Blais, Lachance, Vallerand, Briere, & Riddle, 1993). E.g. Why do you do your work? <ul style="list-style-type: none"> ○ For the satisfaction I experience when I am successful at doing difficult tasks" (intrinsic motivation) ○ Because it has become a fundamental part of whom I am" (integrated regulation) ○ Because I chose this type of work to attain my career goals" (identified regulation) ○ Because I want to be very good at this work, otherwise I would be very disappointed" (introjected regulation) ○ Because it allows me to earn money (external regulation) ○ I don't know, too much is expected of us (amotivation)
Use of the Three Motivational Strategies	Teachers were asked to evaluate the degree of their use of the three motivational strategies by responding to 10 items from the teacher version of the Teacher as Social Context Questionnaire (TASCQ; Wellborn, Connell, Skinner, & Pierson, 1988). <ul style="list-style-type: none"> - Teachers' provision of instrumental help and support. E.g. "I find it hard to teach students in ways they can understand." - Provision of a meaningful rationale. E.g. "I explain to students why we learn certain things in PE." - Attempts to gain an understanding of students. E.g. "I know a lot about what goes on with students."

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