

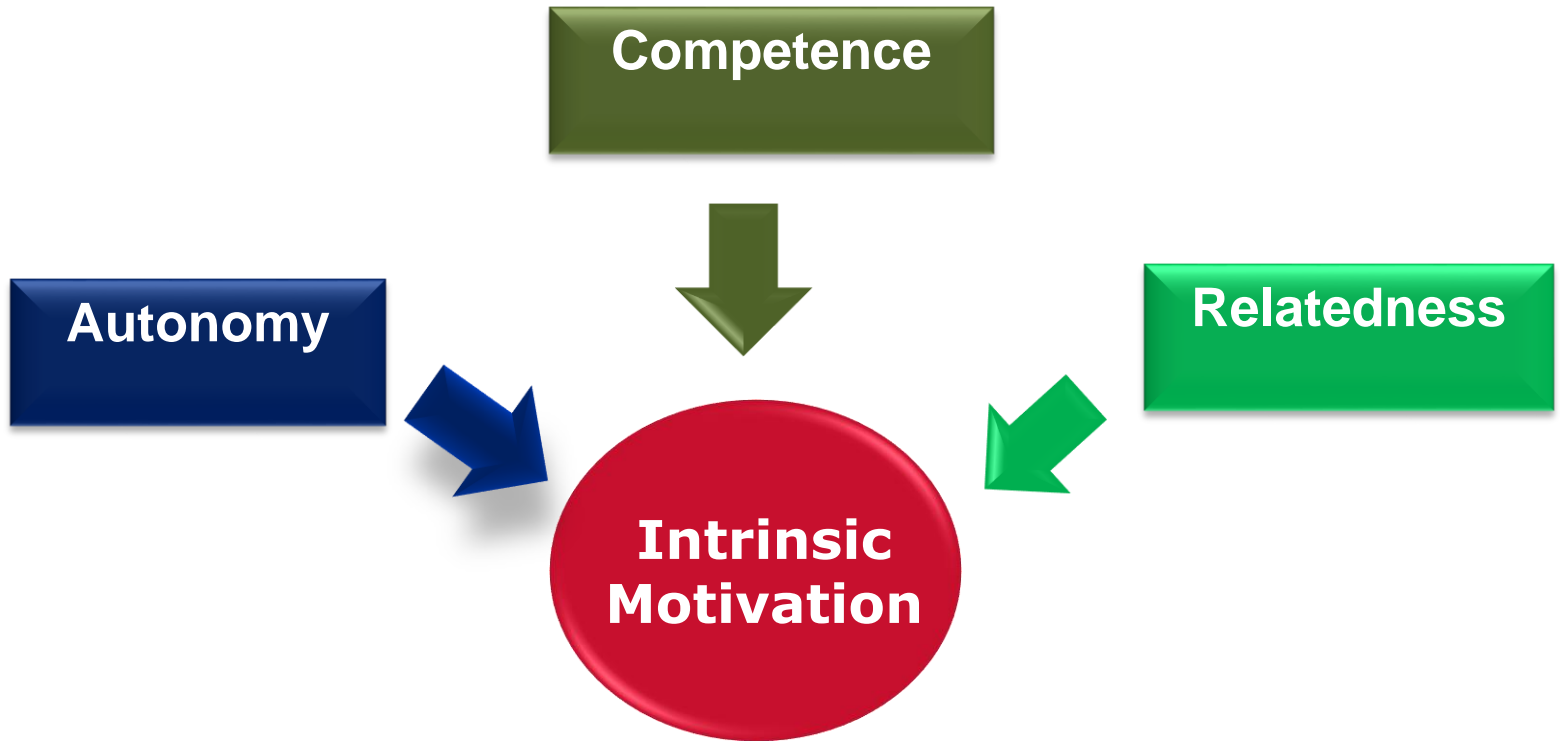
Factors Influencing Teachers' Use of Motivational Strategies in the Classroom

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- Teachers play the important role of developing students' passion for learning.
- Self-determination theory (SDT; Deci & Ryan, 1985) has been widely adopted in understanding and predicting motivation.
- Most studies focused on students' motivation.
- Teachers' motivation has been largely ignored.

- The project aims
 - to identify the antecedents of teachers' effective use of motivational strategies in the classroom, and
 - to understand how the motivational states of the teacher can affect the learning climate they create for their students.

SELF-DETERMINATION THEORY



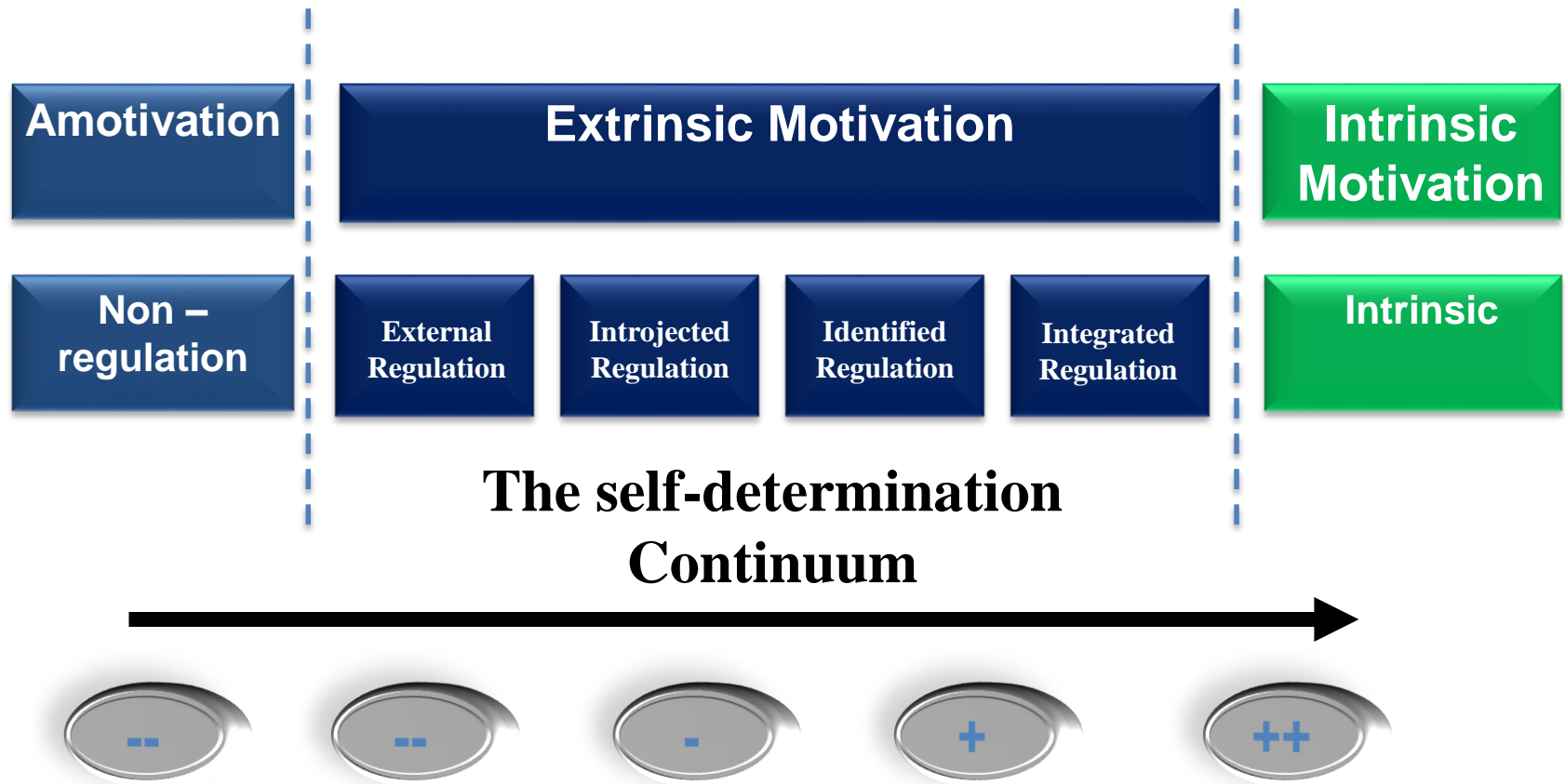
Nature of Motivation

**INTRINSIC
MOTIVATION**

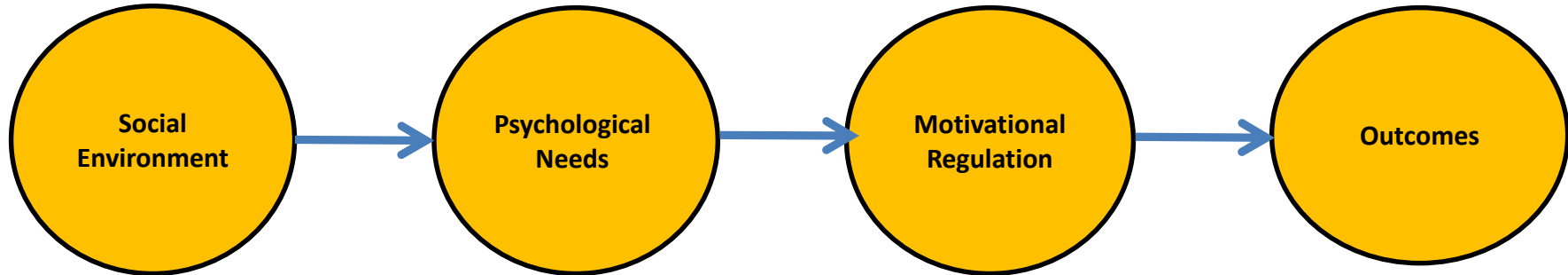
**EXTRINSIC
MOTIVATION**

A MOTIVATION

Nature of Motivation



Motivational Sequence



**Classroom
Climate
Teacher's
Motivation**

**Competence
Autonomy
Relatedness**

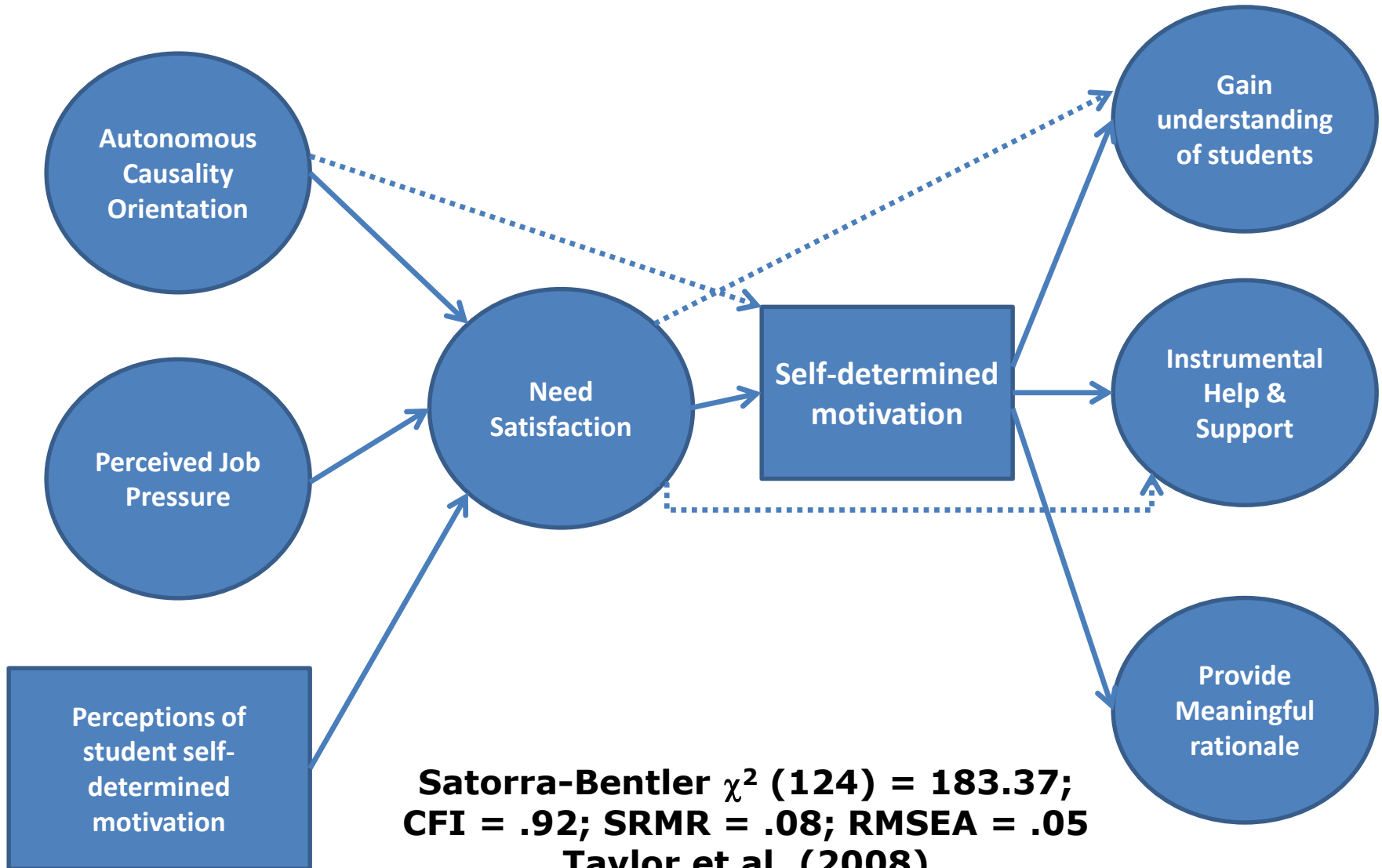
**Extrinsic vs
Intrinsic
Motivation**

**Cognition
Affect
Behaviour**

3 Motivational Strategies

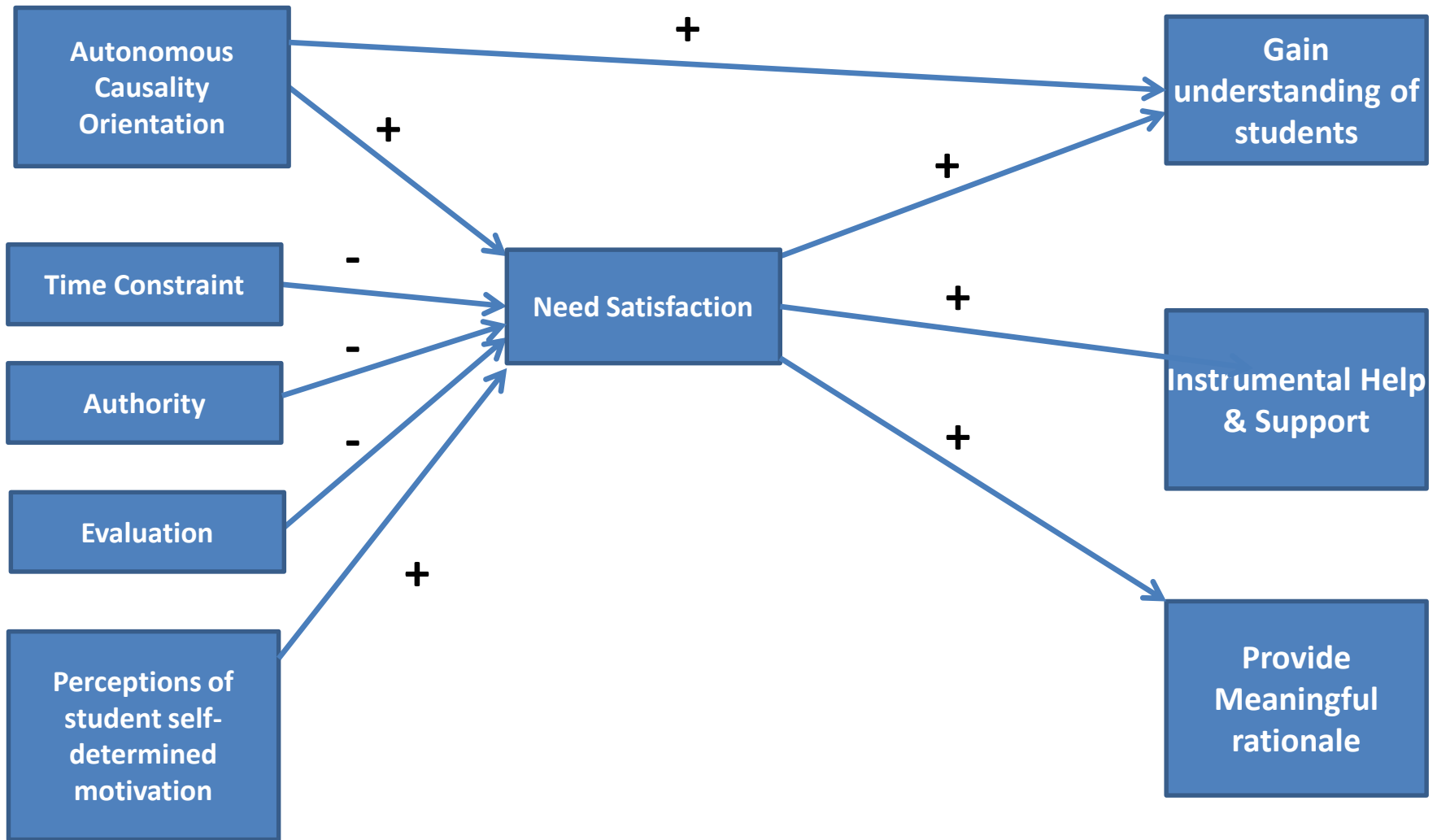
- Gain understanding of students: fostering meaningful affiliations, **relatedness**.
- Instrumental help & support: provide structure, foster perceived control, **competence**.
- Provide meaningful rationale: promote positive feeling and engagement, **autonomy**.

What determines teachers' use of motivational strategies?

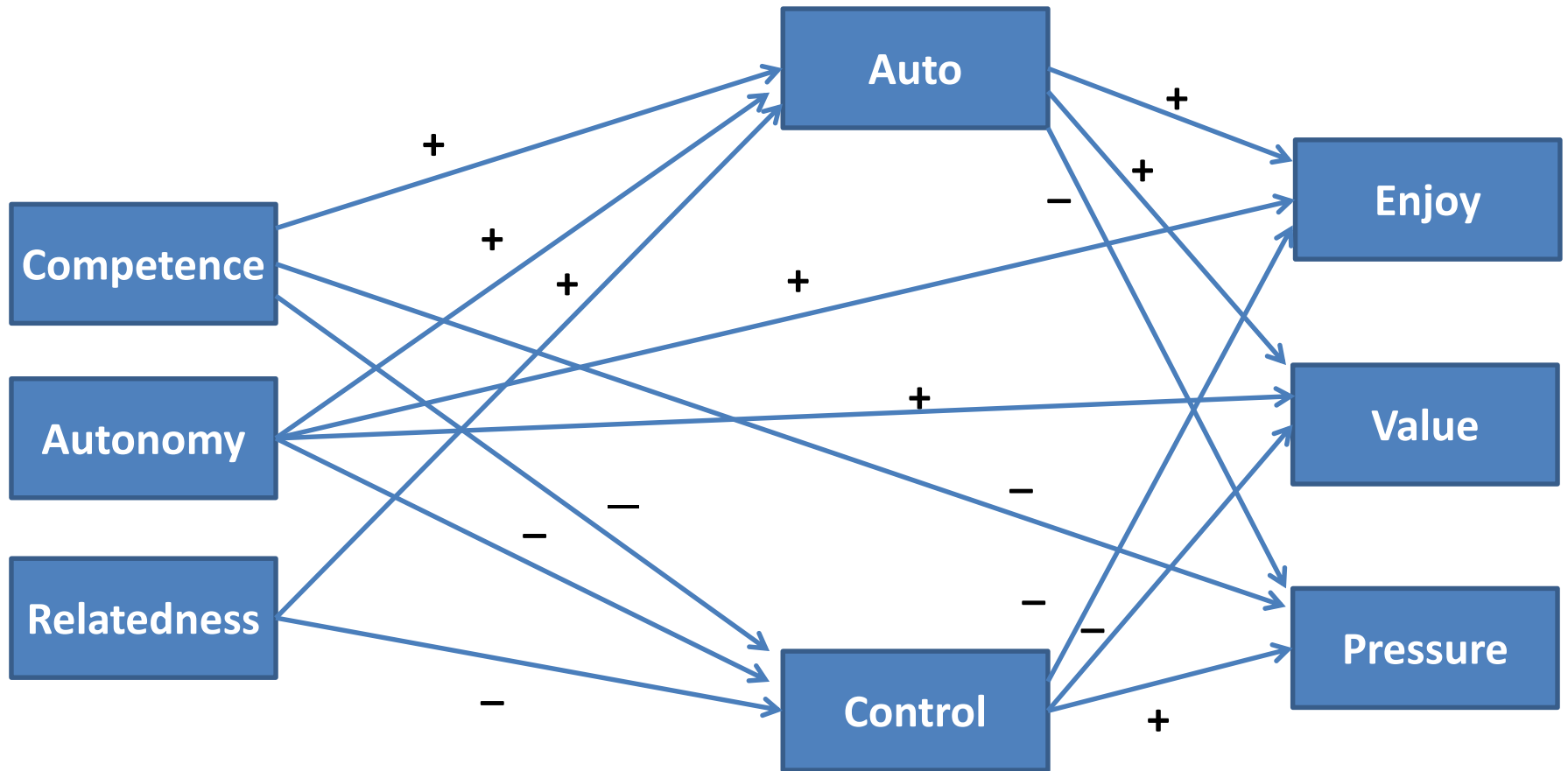


- How perceived job pressure, causality orientation, and perceptions of student self-determined motivation, influence need satisfaction in teachers?
- How will being self-determined, lead to teachers employing motivational strategies?
- Do these motivational strategies really result in students' need satisfaction and self-determined learning?

Hypothesized Model for Teachers



Hypothesized Model for Students



- 221 secondary school teachers (Maths/Sci) from 10 schools
- 1549 students participated in this study
- Questionnaires

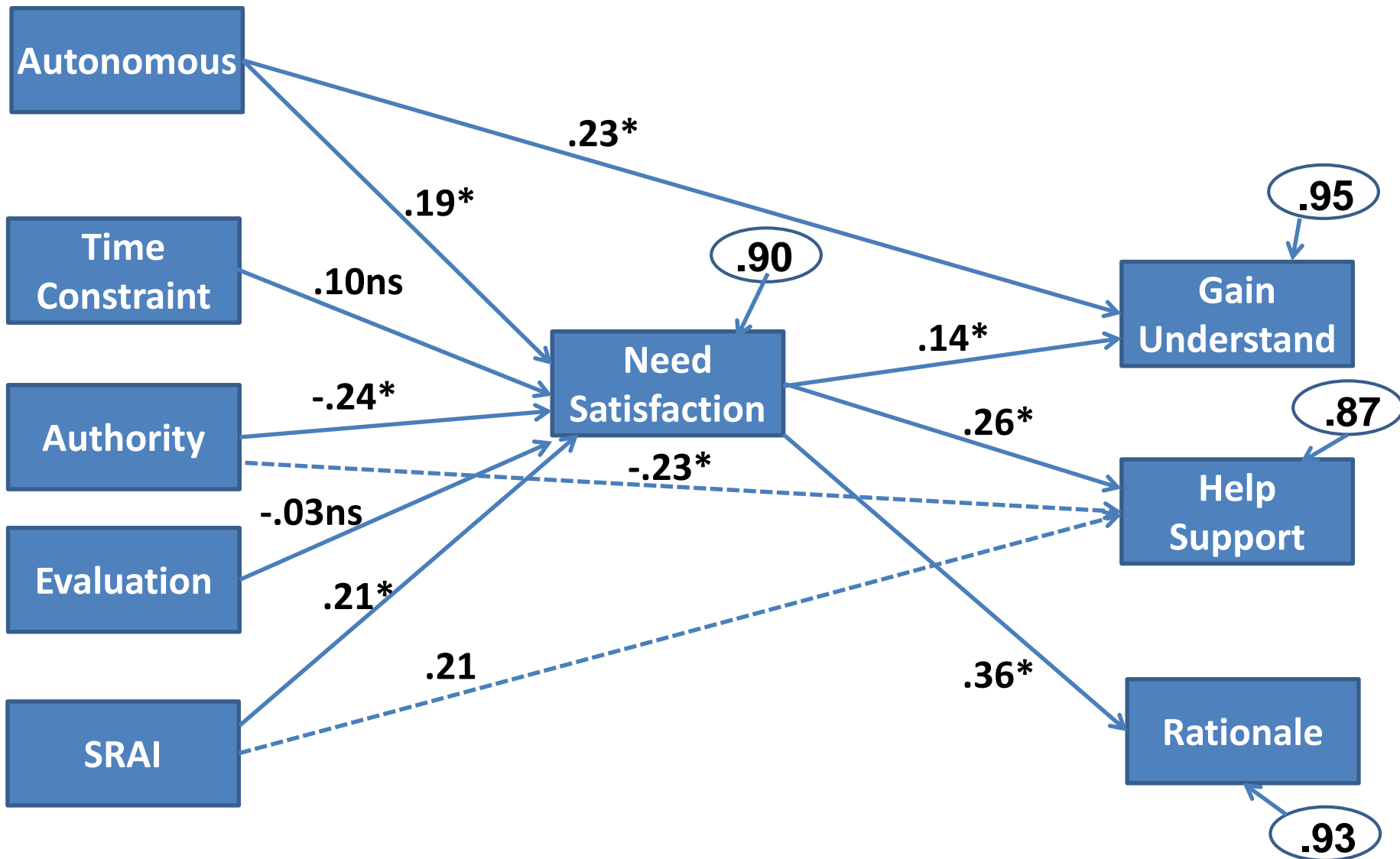
- *Perceived Job Pressure*. Assess three work-related types of pressure: Time Constraints, pressure from performance evaluation, and from school environment (Taylor et al., 2008).
- *Autonomous Causality Orientation*. The extent a person is oriented towards things in the environment, which simulate intrinsic motivation General Causality Orientations Scale (GCOS; Deci & Ryan, 1985).

- *Teachers' Perceptions of Student Self-Determination.*
- Intrinsic motivation, identified regulation, introjected regulation, external regulation (Wang, Hagger & Liu, 2009).
- *Psychological Need Satisfaction.* Basic Need Satisfaction at Work Scale (BNSAW; Deci et al., 2001).
- *Teachers' Self-Determination.* Work Motivation Inventory (WMI; Blais, Lachance, Vallerand, Brière, & Riddle, 1993).
- *Teachers' Use of Three Motivational Strategies.* Teacher as Social Context Questionnaire (TASCQ; Wellborn, Connell, Skinner, & Pierson, 1988).

Measures (Student)

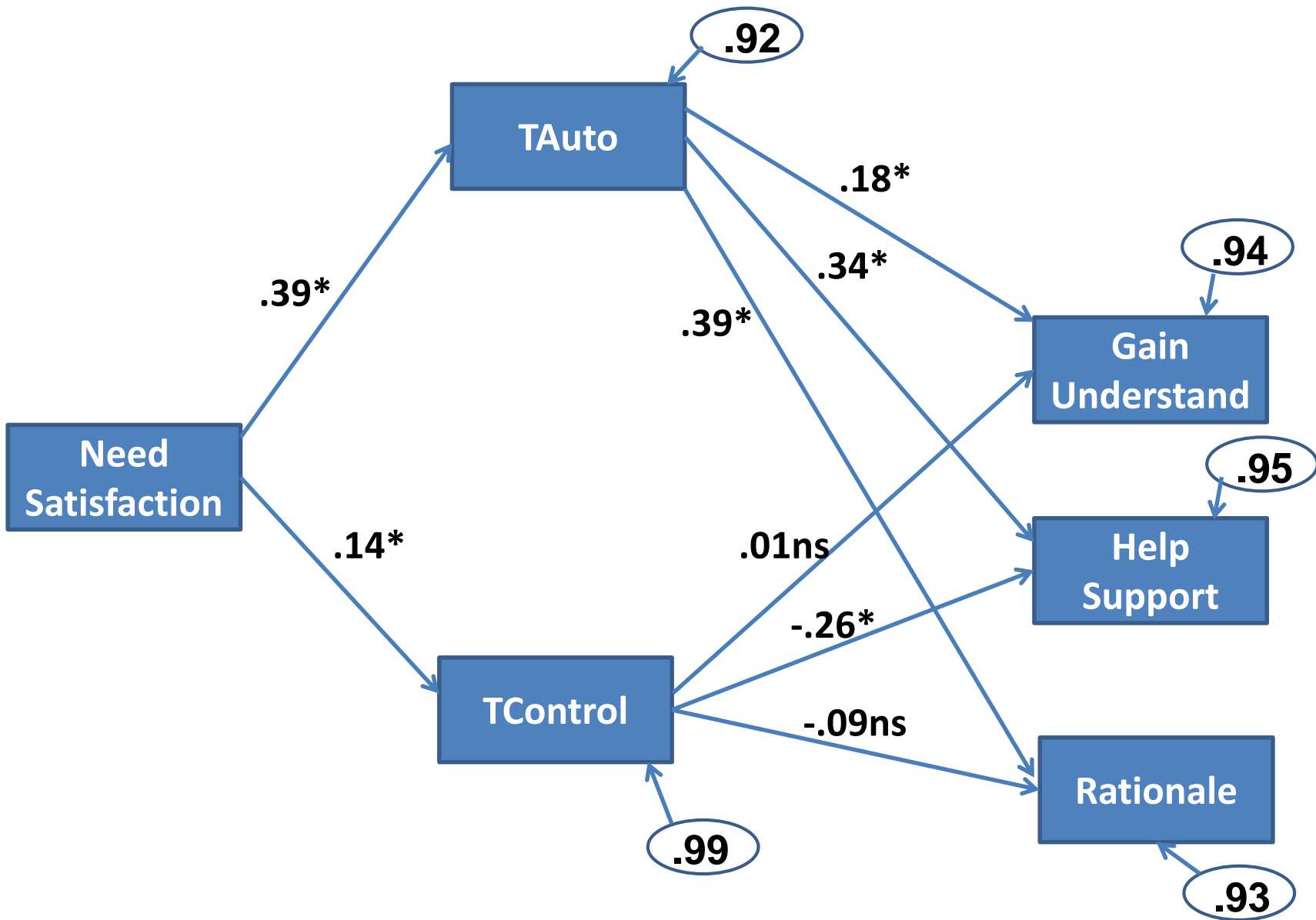
- *Students' Perception of Need Satisfaction* (Taylor & Ntoumanis, 2007).
- *Students' Self-Determination. PLOC* (Goudas et al., 1994).
- *Intrinsic Motivation Inventory* (McAuley, Duncan, & Tammen, 1989) measured enjoyment, value, and pressure,

- RQ 1: How perceived job pressure, causality orientation, and perceptions of student self-determined motivation, influence need satisfaction in teachers?



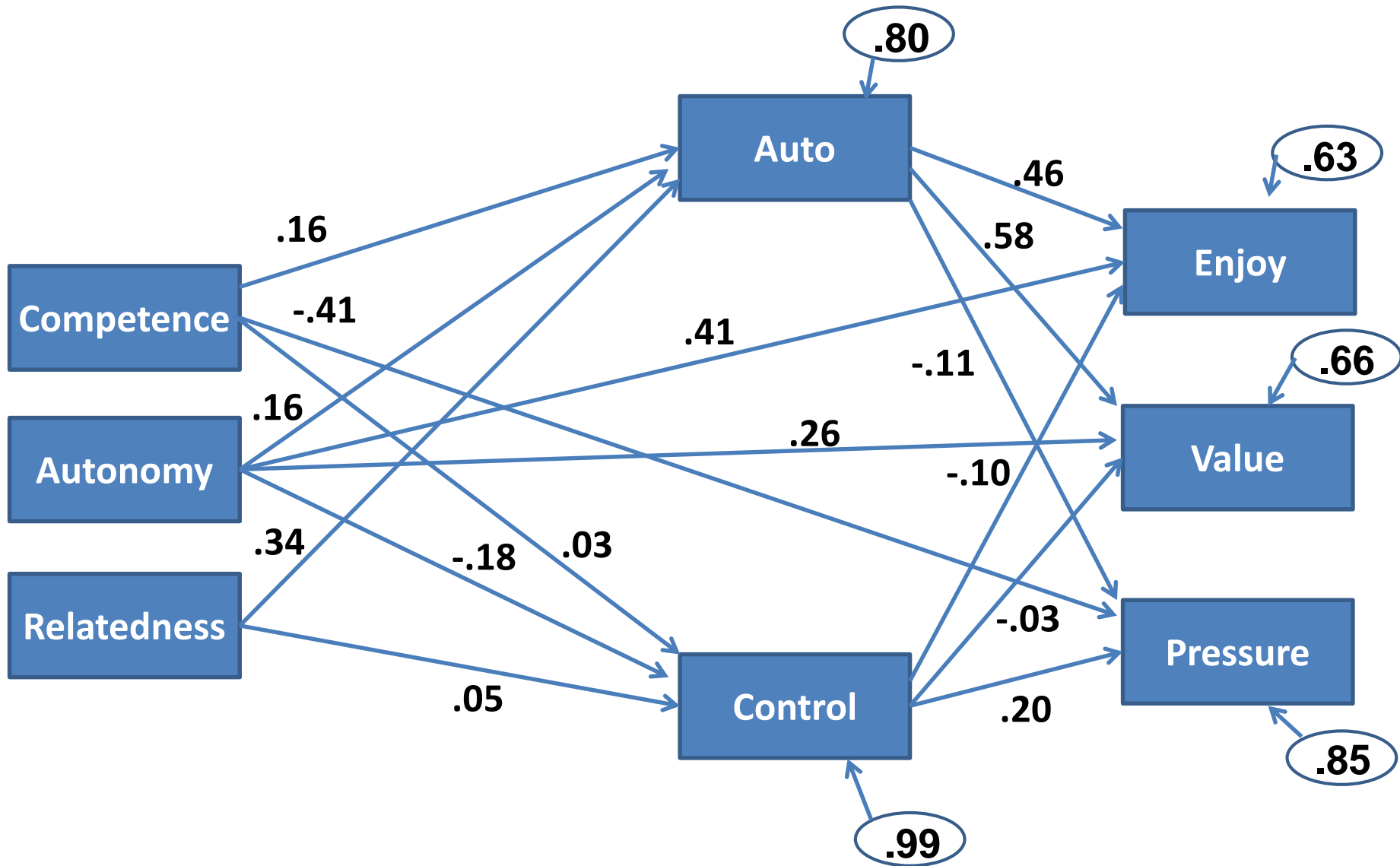
Teachers' Standardized Solution: Satorra-Bentler χ^2 (12) = 40.28; CFI = .907; MFI = .938; RMSEA = .104

- RQ 2: How will being self-determined, lead to teachers employing motivational strategies?



Teachers' Path Model: Satorra-Bentler χ^2 (3) = 21.26; CFI = .925; MFI = .960; RMSEA = .166

- RQ : Do these motivational strategies really result in students' need satisfaction and self-determined learning?



Students' Path Model: Satorra-Bentler χ^2 (7) = 247.51; CFI = .967; GFI = .965; RMSEA = .144

- This research establishes the antecedents of teachers' use of motivational strategies in the classroom.
- Other than having an autonomous orientation personality, perceived students' autonomy also satisfied the psychological needs of teachers.
- School authority negatively predicted need satisfaction.

- Teachers had higher need satisfaction would have higher motivation, in turns more likely to use all three motivational strategies.
- School authority had negatively impact on teachers' providing structure for help and support.
- School system has an important influence on teachers' self-determined motivation.

- When teachers use motivational strategies in teaching, it will fulfil students' psychological needs and lead to positive outcomes.
- This is form a cyclical effect whereby teachers draw their motivation from their students.
- Teaching can be a joy for teachers and learning can be a joy for the students.