

Professional Motivation - a Teacher-Manager Side by Side Perspective

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Abstract: Autonomous motivation is known as being positively related to individuals' resilience and well-being. This article investigates the self-perceived teacher motivation in relation with manager-perceived teacher motivation. A comparative study was conducted using the Multidimensional Work Motivation Scale (Gagné et al., 2015). The scale was filled in for five main tasks that teachers were asked to evaluate: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks (Fernet et al., 2008). The participants were 40 elementary and secondary teachers and 25 school managers from Romanian schools. Teachers evaluated their own motivation while managers filled in the scale with their perception on the teachers they coordinate. Specifically, we found that teacher and school managers have different ways to experience or perceive teacher motivation on the five investigated dimensions. The research results are analyzed to suggest two levels of intervention for enhancing teacher motivation: 1. Teacher motivational development aiming at determining teachers' motivational self-knowledge and transforming motivation; 2. Developing managerial strategies for enhancing teacher motivation.

Keywords: *teacher professional motivation, in-service teacher, teacher practices, between subjects study, teacher professional development.*

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1. Introduction

1.1. Understanding teacher motivation

Teacher motivation represents one of the most discussed variables when it is about to understanding teachers' self-efficacy, teachers' wellbeing, educational reforms, or students' performances (Benita et al., 2019; Retelsdorf et al., 2010; Retelsdorf & Günther, 2011; Thoonen et al., 2011; Sünbül, 2003; Neves de Jesus & Lens, 2005; Cheng, 1994; Ignat & Clipa, 2010; Smith, 1997; Schipor & Schipor, 2014; Lauermaun, 2017; Skaalvik & Skaalvik, 2018; Atkinson, 2000). The increased interest in teacher motivation is sustained by the numerous studies that contextualised the research domain of motivation into the school organisational and educational field (Klassen & Kiu, 2010; Mahler et al., 2018; Canrinus et al., 2012; Saracaloğlu & Dinçer, 2009). It is well known that teacher career choice represents one of the main problems that sparked researchers' interest because of the teacher shortages (e.g., early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige) (OECD, 2011; Finnigan & Gross, 2007; Malmberg, 2006; Davis & Wilson, 2000; Bishay, 1996; Skaalvik, & Skaalvik, 2011; Mertler, 2002; Canrinus et al., 2012; Schonfeld, 2001; Anderson & Iwanicki, 1984; Farber, 1982).

Teaching motivation is defined as “what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession” (Sinclair, 2008). This perspective is sustained by the two dimensions of teacher motivation identified by Ushioda and Dörnyei (2011) – the motivation to teach (invoked by the studies involving pre-service teachers), and the motivation to remain in this profession (in-service teachers studies). These studies revealed some lists of motivator factors that allows teachers to view this profession as an opportunity: the desire to work with children, potential for intellectual fulfilment, and a means to make social contribution (OECD, 2011). While the studies on pre-service teacher revealed factors falling in the intrinsic motivation category, the studies on in-service teacher motivation to remain in profession displayed motivational factors revolving around extrinsic motivation. This list includes professional relations, professional salary, teacher evaluation, leadership, and teacher development (Peterson & Ruiz-Quintanilla, 2003), autonomy, working relationships, self-realization, and institutional support (Praver & Oga-Baldwin, 2008). Further studies

focused on this motivational movement from intrinsic to extrinsic factors aim to unveil the psychological mechanism that undermine intrinsic values.

1.2. The research framework

Despite of the lack of a convergent model of teacher motivation (Han & Yin, 2016), one of the social-cognitive theories with cross-cultural support is the self-determination theory (SDT) developed by Deci and Ryan (1985), Ryan and Deci (2000). This theory proposes a multidimensional view on motivation, focused on three motivational constructs: amotivation, extrinsic motivation, and intrinsic motivation.

- **Amotivation** refers to the absence of motivation
- **Intrinsic motivation** is defined as doing an activity for the activity itself (doing the activity is the reward and satisfaction is inherent)
- **Extrinsic motivation** involves external reinforcement for doing an activity (instrumental reasons).

Because of the great amount of instrumental reasons, SDT states three categories of extrinsic motivation: *external regulation* (obtaining external rewards and avoid external punishments), *introjected regulation* (regulating behaviour using internal control forces, such as shame and guilt), and *identified regulation* (doing an activity because the person identifies themselves with it; activity represents an instrument in the identity building process).

Considering its complexity, SDT was frequently used to investigate teacher motivational structure in various professional contexts. This study intends to extend the context of using this motivational framework by contrasting the teachers' perceived motivation with the managers' perception on their subordinates' motivation.

This study adds to the existing literature by making two significant contributions. Firstly, it contrasts the self-perceived teaching motivation of teacher with the results of the managers' perception of their subordinated teachers' motivation. Secondly, this study focuses on finding possible optimal intervention strategies starting from this compared perception.

2. Purpose of the study

We examine in this work the self-determined teachers' motivation aiming to:

- Understanding the self-perceived teacher motivation in relation with manager-perceived teacher motivation.
- Finding out possible optimal intervention strategies starting from the study comparative analyses.

In line with the theoretical discussion, we expected to detect significant differences between teachers' self-determination motivation and principals' perception on their subordinates' motivation. These results represent the empirical base for developing guideline directions to improve teachers' motivation and practice.

3. Research methods

3.1. Participants

Forty-one elementary and secondary teachers (31 female) and 25 school managers (14 female) from Romanian schools with ages between 23 and 64 years ($M=40.54$, $SD=12.14$ years) participated in our study.

3.2. Measures

The comparative study involved the between-subjects design and was conducted using the Multidimensional Work Motivation Scale (Gagné et al., 2015). For our study, the scale was filled in for five main tasks that teachers were asked to perform: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks (Fernet et al., 2008). The items from the MWMS scale are rated using 5-point Likert scales. Cronbach's Alpha analysis revealed a very good reliability ($p.94$).

3.3. Procedure

Teachers evaluated their own motivation while managers filled in the scale with their perception on their subordinated teachers. We employed the PROFESSIONAL-SUBJECT-STATUS as independent variable with two categories (teachers and managers). The dependent variables measured teacher motivation and teachers' motivation perceived by managers on five dimensions: amotivation, external regulation (material and social), introjected regulation, identified regulation, and intrinsic motivation. Each variable was contextualized for five main sub variables: class preparation, teaching, evaluation of students, administrative tasks, and complementary tasks. A specific and detailed written informed consent was obtained for all participants in our data collection study.

4. Results

We used the MMWS measurements in order to understand the differences between the self-evaluated teacher motivation and the teacher motivation perceived by managers.

The performed Mann-Whitney test (see Table 2) indicated that the amotivation for planning teaching was perceived significantly greater by managers (Median = 5.00, Mean rank = 39.40) than was perceived by teachers for themselves (Median = 3.00, Mean rank = 29.90), $U = 365.000$ ($Z = -2.06$), $p = .039$, with a small size effect ($r = .254$). Similarly, managers also perceived teachers as being more amotivated for the evaluation task (Median = 5.00, Mean rank = 40.24), than they perceive themselves (Median = 3.00, Mean rank = 29.39), $U = 344.500$ ($Z = -2.346$), $p = .000$, with a small size effect ($r = .288$). The administrative tasks are considered as being less amotivating activities by teachers (Median = 4.00, Mean rank = 25.18) than they are perceived by managers (Median = 8.00, Mean rank = 47.14), $U = 171.500$ ($Z = -4.611$), $p = .000$, with a medium size effect ($r = .567$). For the complementary tasks, teachers showed lower scores (Median = 4.00, Mean rank = 27.46) than managers (Median = 7.00, Mean rank = 43.40), which means that there are significant differences in the perception of amotivation for this activity $U = 265.000$ ($Z = -3.335$), $p = .001$, with a medium size effect ($r = .410$).

Table 1. Between group Mann-Whitney values for Amotivation (Source: Authors own contribution)

Amotivation	Status variable	median	mean rank	U	Z	p	Size effect
class preparation	teachers	3.00	29.90	365.000	-2.067	.039	0.254
	managers	5.00	39.40				
evaluation	teachers	3.00	29.39	344.500	-2.346	.019	0.288
	managers	5.00	40.24				
administrative tasks	teachers	4.00	25.18	171.500	-4.611	.000	0.567
	managers	8.00	47.14				
complementary tasks	teachers	4.00	27.46	265.000	-3.335	.001	0.410
	managers	7.00	43.40				

As Table 2 shows, Mann-Whitney test indicated that in the case of the Introjected motivation variable, for all the investigated tasks, teachers perceived themselves as being more motivated than managers perceive them. The introjected motivation for class preparation was perceived significantly greater by teachers (Median = 27.00, Mean rank = 41.65) than by managers (Median = 17.00, Mean rank = 20.14), $U = 178.500$ ($Z = -4.45$), $p = .000$, with a medium size effect ($r = .548$). Teaching is considered

by teachers as being a more motivating task (Median = 27.00, Mean rank = 41.65) than managers consider to be for them (Median = 17.00, Mean rank = 16.88), $U = 97.000$ ($Z = -5.55$), $p = .000$, with a large size effect ($r = .683$). Similarly, managers also perceived teachers as being less introjected motivated for the evaluation task (Median = 16.00, Mean rank = 16.76), than teachers perceive themselves (Median = 3.00, Mean rank = 29.39), $U = 94.000$ ($Z = -5.583$), $p = .000$, with a large size effect ($r = .687$). The administrative tasks are considered as being more introjected motivating activities by teachers (Median = 27.00, Mean rank = 43.28) than there are perceived for them by managers (Median = 12.00, Mean rank = 16.48), $U = 87.000$ ($Z = -5.563$), $p = .000$, with a large size effect ($r = .684$). For the complementary tasks, teachers showed also higher scores (Median = 27.00, Mean rank = 43.95) than managers (Median = 12.00, Mean rank = 16.36), which means that there are significant differences in the perception of introjected motivation for this activity $U = 84.000$ ($Z = -5.698$), $p = .000$, with a large size effect ($r = .701$).

Table 2. Between group Mann-Whitney values for Introjected motivation (Source: Authors own contribution)

Introjected motivation	Status variable	median	mean rank	U	Z	p	Size effect
class preparation	teachers	27.00	41.65	178.500	-4.454	.000	0.548
	managers	17.00	20.14				
teaching	teachers	27.00	43.63	97.000	-5.554	.000	0.683
	managers	17.00	16.88				
evaluation	teachers	27.00	43.71	94.000	-5.583	.000	0.687
	managers	16.00	16.76				
administrative tasks	teachers	27.00	43.88	87.000	-5.563	.000	0.684
	managers	12.00	16.48				
complementary tasks	teachers	27.00	43.95	84.000	-5.698	.000	0.701
	managers	13.00	16.36				

Table 3 depicts the results on Identified motivation variable. The identified motivation for class preparation was perceived significantly greater by teachers (Median = 21.00, Mean rank = 41.48) than by managers (Median = 17.00, Mean rank = 20.42), $U = 185.500$ ($Z = -4.499$), $p = .000$, with a large size effect ($r = .553$). Teaching is considered by teachers as being a

more identified motivating task (Median = 21.00, Mean rank = 40.99) than managers consider to be for them (Median = 17.00, Mean rank = 21.22), $U = 205.500$ ($Z = -4.236$), $p = .000$, with a large size effect ($r = .683$). Similarly, managers perceived teachers as being less identified motivated for the evaluation task (Median = 12.00, Mean rank = 20.38), than teachers perceive themselves (Median = 21.00, Mean rank = 41.50), $U = 184.500$ ($Z = -4.491$), $p = .000$, with a large size effect ($r = .552$). The administrative tasks are considered as being more identified motivating activities by teachers (Median = 13.00, Mean rank = 42.94) than there are perceived for them by managers (Median = 12.00, Mean rank = 18.02), $U = 125.500$ ($Z = -5.238$), $p = .000$, with a large size effect ($r = .644$). For the complementary tasks, teachers showed also higher scores (Median = 27.00, Mean rank = 42.48) than managers (Median = 13.00, Mean rank = 18.78), which means that there are significant differences in the perception of identified motivation for this activity $U = 144.500$ ($Z = -5.979$), $p = .000$, with a large size effect ($r = .735$).

Table 3. Between group Mann-Whitney values for Identified motivation (Source: Authors own contribution)

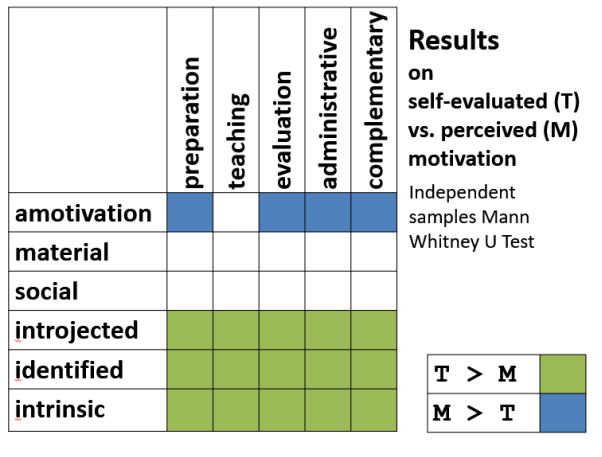
Identified motivation	Status variable	median	mean rank	U	Z	p	Size effect
class preparation	teachers	21.00	41.48	185.500	-4.499	.000	0.553
	managers	17.00	20.42				
teaching	teachers	21.00	40.99	205.500	-4.236	.000	0.521
	managers	17.00	21.22				
evaluation	teachers	21.00	41.50	184.500	-4.491	.000	0.552
	managers	12.00	20.38				
administrative tasks	teachers	13.00	42.94	125.500	-5.238	.000	0.644
	managers	12.00	18.02				
complementary tasks	teachers	27.00	42.48	144.500	-5.979	.000	0.735
	managers	13.00	18.78				

The results on Intrinsic motivation variable are presented in Table 4. The intrinsic motivation for class preparation was perceived significantly greater by teachers (Median = 18.00, Mean rank = 43.44) than by managers (Median = 13.00, Mean rank = 17.20), $U = 105.000$ ($Z = -5.415$), $p = .000$, with a large size effect ($r = .666$). Teaching is considered by teachers as

being a more intrinsic motivating task (Median = 18.00, Mean rank = 42.99) than managers consider to be for them (Median = 13.00, Mean rank = 17.94), $U = 123.500$ ($Z = -5.180$), $p = .000$, with a large size effect ($r = .637$). Similarly, managers perceived teachers as being less intrinsic motivated for the evaluation task (Median = 12.00, Mean rank = 17.72), than teachers perceive themselves (Median = 18.00, Mean rank = 43.12), $U = 118.000$ ($Z = -5.241$), $p = .000$, with a large size effect ($r = .645$). The administrative tasks are considered as being more intrinsic motivating activities by teachers (Median = 18.00, Mean rank = 43.44) than there are perceived for them by managers (Median = 11.00, Mean rank = 17.20), $U = 105.000$ ($Z = -5.407$), $p = .000$, with a large size effect ($r = .665$). For the complementary tasks, teachers showed also higher scores (Median = 18.00, Mean rank = 42.38) than managers (Median = 10.00, Mean rank = 18.94), which means that there are significant differences in the perception of intrinsic motivation for this activity, $U = 148.500$ ($Z = -4.834$), $p = .000$, with a large size effect ($r = .595$).

Table 4. Between group Mann-Whitney values for Intrinsic motivation (Source: Authors own contribution)

Intrinsic motivation	Status variable	median	mean rank	U	Z	p	Size effect
class preparation	teachers	18.00	43.44	105.000	-5.415	.000	0.666
	managers	13.00	17.20				
teaching	teachers	18.00	42.99	123.500	-5.180	.000	0.637
	managers	13.00	17.94				
evaluation	teachers	18.00	43.12	118.000	-5.241	.000	0.645
	managers	12.00	17.72				
administrative tasks	teachers	18.00	43.44	105.000	-5.407	.000	0.665
	managers	11.00	17.20				
complementary tasks	teachers	18.00	42.38	148.500	-4.834	.000	0.595
	managers	10.00	18.94				



As Figure 1 shows, the study outcomes suggested that managers perceived teachers as being more amotivated for class preparation, evaluation, administrative and complementary tasks than they feel. Furthermore, teachers perceive themselves as being more introjected, identified, and intrinsic

motivated than their managers view them in all evaluated tasks.

Figure 1. Synthetic results presentation teachers' self-evaluated motivation vs. teacher motivation perceived by managers (Source: Authors own contribution)

5. Discussions and conclusions

By contrasting the teachers' perceived motivation with the managers' perception of their subordinates' motivation, the results could bridge the gap between studies that reveal the structural complexity of teacher motivation and practical interventions. Practically, this study intends to determine implications for enhancing the level of teacher motivation.

Local managers play a significant role in the motivational process of teaching by investing, through their actions, motivational value in every teaching task. The differences between teachers and managers highlight the need to develop a cooperation strategy. Our results reveal the weak points of this possible collaboration: managers perceptions do not overlap with the teachers' ones. The fact that managers perceive the teaching motivational process as being characterised by amotivation in almost all tasks involved in contrast to teachers who perceive themselves as being more introjected, identified, or intrinsic motivated for the very same tasks reveals the starting options for the successful intervention.

According to the theoretical and empirical studies that sustain the idea that working autonomous motivation is positively related to performance (Gagné & Deci, 2005; Ryan & Deci, 2000, these results are an important cue for all managers. Therefore, the key implication is that managers should become aware of their impact on teacher motivation and

be informed what are the perceptual differences between them and their subordinates in terms of motivational process.

Given our results there are two levels of intervention for enhancing teacher motivation that could be developed to improve teachers' motivation and practice: firstly, teacher motivational development aiming at determining teachers' motivational self-knowledge and transforming motivation and secondly, developing managerial strategies for enhancing teacher motivation and resilience based on communication and collaboration. Moreover, it must be mentioned that our study design does not allow to causal interpretation. Future experimental studies analyzing the implications of manager awareness on teaching motivational process would be valuable.

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