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EXTRINSIC AND INTRINSIC FACTORS MOTIVATING LEBANESE TEACHERS

By

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Abstract

The present study was conducted to assess the extrinsic and intrinsic factors that motivate teachers to teach. It measured each type of motivation: extrinsic and intrinsic, and specified the level where each teacher stands starting from amotivation, passing through the three types of extrinsic motivation (external regulation – introjected regulation – identified regulation) gradually reaching to types of intrinsic motivation (to know – to accomplish things – to experience stimulation). The focus of the study was to measure each type of extrinsic and intrinsic motivation on private school teachers through all the school levels starting from kindergarten (33 teachers), elementary (83 teachers), intermediate (55 teachers), and ending with secondary classes (35 teachers). Participants were asked to provide information concerning their age, degree earned, classes they teach… and fill in the following questionnaire: The Academic Motivation Scale (AMS), adopted from Vallerand (1989) and The Teacher Motivation Questionnaire. There were 13 schools involved in this study. The gender of this study consisted of males (n= 43) and females (n= 163). Results showed a significant relationship between total years of teaching experience and years of teaching experience in the current school with both extrinsic and intrinsic motivation. Another significant result was the relationship in gender: Females are more intrinsically motivated than males. Consequently, in order to motivate teachers, they should be supported by their principals and their students' parents, rewarded and less isolated with each other.

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CHAPTER I

Introduction

Legislators, administrators, and educators are constantly searching for ways to improve the quality of the nation's school system. Teaching in general is not simply about using proper methods, techniques, and suitable strategies for helping students, but it is also about motivating teachers to teach. Professional knowledge, skills and competencies arise when one feels effective in one's behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering tasks directed at educational success and performance (Filak & Sheldon, 2003). A shared concern in education is the issue of how to motivate teachers. The importance of teacher motivation is one key for improving the educational system around the world. It ranks side to side with professional knowledge and skills, educational resources, strategies and competencies, as determinants of educational success and performance. The need to motivate teachers is because this is what teachers dedicate their lives for.

Researchers consider the issue of motivation a crucial as well as a difficult task for the teaching profession, since it has to do with teachers' attitude to work, their desire to participate in the pedagogical processes within the school environment, and their interest in student discipline and control particularly in the classroom. Teachers are people who have their own ways in dealing with problems inside the classroom and within the school environment. They translate educational philosophy and objective into knowledge and skill and transfer them to students in the classroom. A motivated teacher is a satisfied, dedicated and committed person in such a way that teachers bring out the best in students so that students, parents and society will greatly benefit from their services. The present study is concerned with what motivates teachers to teach,

whether teachers are intrinsically or extrinsically motivated, and at what level of each, and to further examine other factors that may affect teachers' motivation.

Background

Many studies were conducted on teacher motivation at various school levels, Kindergarten, Elementary, Intermediate and Secondary (Mertler, 1992; Ofoegbu, 2004; Ryan & Deci, 2000). However, few studies have assessed teacher motivation on the entire school levels in Lebanon. Teachers do not get automatically motivated, there are certain factors that play an important role in motivating them for best effective teaching, such as, involving them in decision-making in schools, offering teachers financial and non-financial rewards, reducing isolation among teachers, etc. Such and similar factors tend to produce better teachers by making them engage their students in effective learning atmospheres (Gratch, 2000). This points to the importance of motivating teachers to reach the aims that society, school, parents and teachers seek in their students. Along these lines, a study by the National Education Association, in large Iowa high schools (US), was conducted to assess teacher satisfaction with the circumstances associated with their work. The survey consisted of 1,295 teachers at different class levels. Results revealed that 25% of the teachers who responded to the study expressed dissatisfaction with their teaching career (Sweeney, 1981). More recently, Mertler (1992) conducted a study in Ohio (US) on a sample of 710 middle and high school teachers, to assess teacher overall level of job satisfaction, teacher motivation and performance incentives. Results revealed that 23% of the elementary, middle, and high school teachers surveyed were dissatisfied with their jobs. Moreover, 34% of the teachers in this study reported that, if given the opportunity to choose a career again, they would not choose to enter the teaching profession. These findings and other research results (see Mertler, 2001; Ofoegbu, 2004; Steers, Lyman & Porter, 1991) indicate that

there exists a motivation problem in the teaching profession. Many of these teachers were not incapable of performing well; but rather unwilling to perform well, because of lack of motivation. The present study will take a closer look exactly at this motivational issue. Specifically, it will examine a number of variables that affect the types of teachers' motivation, extrinsic or intrinsic, and the levels within each. Further research on teacher job satisfaction was concerned mainly with variables such as the principle's leadership style and strategies of decision –making on teachers' satisfaction and rate of burnout (Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Silins, 1992).Results showed that job satisfaction tend to increase as teachers become more experienced in their work. Another finding was that female teachers responded with higher satisfaction rating than males. The more satisfied group consisted mostly of female teachers, teaching grades 1 – 4 compared to those teaching grades 5 – 8. A longitudinal study carried out by Benham & O'brien (2002) on 551 teachers who were followed for seven years after they completed their training programs found that a 49% were not working as teachers. Of those who were teaching 74%, had lots to say about the work environment of their schools. Perhaps the pressures of the teaching career drove many teachers out of the classroom when they were mostly needed to serve as role models for new teachers (Mertler, 2001). Such and similar findings seem to indicate that there exist serious motivational and job satisfaction problems in the teaching profession. The present research will examine such questions.

Many studies have discussed the term motivation and its types: intrinsic, extrinsic and amotivation (Mertler, 1992; Mertler, 2001; Deci, & Ryan, 1985; Ryan & Deci, 2000).Three studies, which have explored the relationship between motivational styles and educational outcomes, deserve special notice. The first study by Harter and Connell (1984), using the Harter' (1981) Intrinsic/Extrinsic motivation Scale, showed that mastery motivation toward school was

related to students' academic achievement. The second study done by Grolnick and Ryan (1987) measured children's extrinsic motivation; external, introjected and identified regulation and intrinsic motivation toward school through the Self-Regulation Questionnaire. Results showed that higher forms of self-determination were related to better conceptual learning. Finally, the third study was conducted by Vallerand and O'Connor (1989) to assess the concepts of amotivation, external, introjected and identified regulation, and intrinsic motivation toward school of college student. The study used the Academic Motivation Scale. Results showed that intrinsic motivation was positively associated with educational outcomes. Identified regulation was positively related to outcomes, but not strongly as intrinsic motivation. External regulation and introjected levels of extrinsic motivation were negatively related to outcomes. Finally, amotivation was negatively correlated with educational outcomes.

The above findings are encouraging because they showed that intrinsic, extrinsic and amotivation styles can be related to outcomes. Definitely, further research is needed for a detailed understanding of such relations. In the light of the above studies, the present study will assess teachers' intrinsic and extrinsic motivation, and examine the level where teachers are located within each level.

It is important for educators and principles to know the exact level of their teachers' motivation. Educators and principles must be aware of their teachers' needs: what motivates them, what kind of motivation affects their work… There are teachers, for examples, that could be financially motivated (extra salary, financial rewards); however, other teachers may care less for financial rewards, than, for example, being trained and achieving good results with students, etc.

The distinction between intrinsic and extrinsic motivation (Deci, 1975) provided the basis for Deci and Rayan's (1985, 2002) development of the Self-Determination Theory, which will be properly discussed in the next chapter. Intrinsically motivated behavior represents the prototype of self-determined behaviors. They present the activities people follow out of interest when they are free from the press of demands, constraints, and instrumentalities (Deci & Ryan, 1994). Intrinsically motivated behavior is associated with curiosity, exploration, spontaneity and interest. Extrinsically motivated behaviors are assumed to attain an end state that is separate from the actual behavior. The action motive is determined by some external incident such as good marks or the avoidance of negative consequences (Muller & Louw, 2004).

Based on the previous studies mentioned, a number of hypotheses have been generated, which will be tested on a sample of teachers covering the entire school levels: Kindergarten, elementary, intermediate and secondary.

The Problem Statement

Many studies have dealt with motivating teachers (Mertler, 1992; Ofoegbu, 2004; Ryan & Deci, 2000). These and many others dealt with motivation issue in terms of the types, sources, factors affecting it.... However, very few have specifically considered the types within each kind of motivation. The types of extrinsic motivation (external, identified, and introjected) and the types of intrinsic motivation (to know, to accomplish, and to experience stimulation) have, in general, rarely been specifically measured. Most studies on motivation have focused merely on the difference between intrinsic versus extrinsic motivation, without considering each level of these types (Davis & Wilson, 2000; Bastick, 1999; Deci, 1975; Johnson, 1986).

The question that the present study examines is what motivates a teacher, intrinsically or extrinsically, what level of extrinsic and intrinsic motivation every teacher stands at, covering the

school levels, at the same time, taking into account the factors of age, gender, years of experience and degree earned.

A research on teacher job satisfaction was conducted to examine the effects of several variables such as the leadership style and strategies of decision-making on teachers' contentment and rate of burnout (Kirby, Paradise & King, 1992; Koh, Steers & Terborg, 1995; Silins, 1992). These researchers have studied the connection between teacher demographic variables and job satisfaction. Results suggest that older employees tend to be happier with their jobs, have lower turnover rates, and miss fewer working days. Some research has found that job satisfaction increases when teachers become more experienced in their work, which seems logical, since unsatisfied teachers are more likely to leave the profession and, therefore, not have the chance to fully adapt to and build up a long career in teaching. Robertson, Smith and Cooper (1992) discovered in their study that teacher satisfaction is positively correlated with age, except for teachers between the ages of 40 – 50. These teachers have low satisfaction about promotion views.

In addition, gender has been the center of the study conducted on job satisfaction (Kirby, Paradise & King, 1992; Koh, Steers & Terborg, 1995; Silins, 1992). Female teachers responded to surveys with higher satisfaction rating than their male colleagues (Cox & Blake, 1991; Hom & Griffeth, 1995). Female teachers expressed greater job satisfaction than their male partners (Watson, Hatton, Squires & Soliman, 1991). The more satisfied group of teachers consisted mostly of female teachers, teaching grades 1 – 4 rather than 5 – 8 in private schools, with less teaching experience than male teachers. Plihal (1982) found that a teachers 'years of experience was positively correlated with intrinsic rewards conceptualized by the importance attached to "reaching students".

On bases of the findings of the studies mentioned earlier, the following hypotheses were generated and tested in the present research.

Hypotheses

Based on a review of literature, and an understanding of the different theories and the conceptual ramifications of extrinsic and intrinsic motivation, a set of predictions were made.

H1: The more years teachers spend at school, the more they become extrinsically motivated.

H2: Teachers who have high qualifications are more intrinsically motivated.

H3: Teachers who teach high grade levels are more extrinsically motivated than those who teach low grade levels.

H4: Female teachers are more extrinsically motivated than male teachers.

Significance of the Study

This study examines a real-life setting based on a theory; the self – determination theory that has been accepted but little tested. Several studies have discussed this theory (Deci & Ryan., 1985); however, few have tested it empirically. It is an attempt to find what motivates a Lebanese teacher, and assess the level of intrinsic and extrinsic motivated teachers. This study measures each type of motivation: extrinsic and intrinsic, and specifies the level where teachers stand within each. It covers all forms of motivation: amotivation (the lack of motivation), the three types of extrinsic motivation (external regulation – introjected regulation – identified regulation) and the types of intrinsic motivation (to know – to accomplish things – to experience stimulation).

The focus of the study is to measure each type of extrinsic an intrinsic motivation on teachers specifically private school teachers, starting from kindergarten and ending with secondary classes. The findings will provide information about the motivational levels of teachers. It will also show if there is a difference in motivational levels through independent variables: years of experience, age, gender and degree earned. Hopefully, this will shed some lights on teacher motivation in Lebanon. Also, educators and principles can use the findings to get the best of their teachers, and will:

- Give a better and a clearer picture of what motivates a teacher.
- Specifies the position where each teacher stands on extrinsic and intrinsic motivation types.
- Stimulate further research in the field of teacher motivation and its relation to student performance, work situation…
- Provide educators and principles an idea on how and what motivates a teacher, so that they can use it and understand teachers better.

Methodology

The present study employed the quantitative method of statistical analysis. Participants were asked to fill in the questionnaire: Academic Motivation Questionnaire, Vallerand High School Motivation Scale, and The Teacher Motivation Questionnaire. Samples of the study are consisted of 206 private school teachers from kindergarten to secondary classes covering private schools in Beirut and its vicinity. Analysis of the obtained data used correlations, regression, and t-tests of mean differences to test the hypotheses. Data were tabulated and analyzed and conclusions were drawn based on the obtained results.

Delimitations

The study is conducted with the following limitations:

- Some teachers might not be familiar with research or studies, such as questionnaires, surveys… Therefore, they were unfamiliar with answering questions of this kind. This could affect the way they answered the questionnaire.
- The findings of this study are limited to Beirut and its vicinity.

Definitions of Key Terms

The followings are the definitions of the key terms used in this study based on the researches of Deci (1975) and Deci & Ryan (1985, 2002).

Self-Determination Theory (SDT) is a general theory of human motivation and is concerned with the choices people make with their own free will and full sense of choice, without any external influence and interference. For example, a self-determined person chooses to behave in a manner that reflects his/her autonomy and his/her behavior is not to achieve an external reward or stimuli in the environment. In simple terms, SDT focuses on the degree to which an individual's behavior is self-endorsed and self-determined.

Intrinsic Motivation (IM) refers to the fact of doing an activity for itself, and the pleasure and satisfaction derived from participation. It is derived from the innate psychological needs of competence and self-determination. Intrinsic motivation is classified into three types: IM – to know: the fact of performing an activity for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new. IM – to accomplish things: The fact in engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something. IM – to experience stimulation: is operative when

someone engages in an activity in order to experience stimulating sensations derived from one's engagement in the activity.

Extrinsic Motivation (EM) refers to behaviors that are engaged in as means to an end and not for their own sake. It is classified into three types from lower to higher levels of self-determination. External regulation: the behavior is regulated through external means such as rewards and constraints. Introjected regulation: the individuals begin to internalize the reasons for their actions. Identified regulation: the behavior is valued and judged important for the individuals, and perceived as chosen by one self.

Amotivation: Individuals are amotivated when they do not perceive contingencies between outcomes and their own actions. Amotivated individuals perceive their behaviors as forces out of their control. They feel undeceived and ask themselves about the reasons for their participation of a certain activity.

CHAPTER 2

Literature Review

This chapter is divided into two parts. The first part is the theoretical review, which explains the self-determination theory, the two types of motivation intrinsic and extrinsic, including the levels of each. The second part is the empirical review, which reviews relevant studies related to the present project.

Theoretical Review

Since the present study is based on a theory, the Self-Determination theory, a proper understanding of the theory becomes important to include.

The Self-Determination Theory (SDT):

In order to understand the term "motivation", we need to define this term first, and then look at the different types of motivation (Intrinsic, Extrinsic & Amotivation) with respect to the SDT. According to Woldkowski (1984), "Motivation is used as a word to describe those processes that can a) stimulate and activate the behavior, b) give direction and purpose to behavior, c) continue to allow behavior to persist, and d) lead to choosing or preferring a particular behavior".

Theories of motivation are numerous; however, the present study discusses the Self-Determination Theory with respect to human motivation. SDT is an "approach to human motivation and personality that uses traditional empirical methods while employing an 'organismic metatheory' that highlights the importance of human's evolved inner resources for personality development and behavioral self-regulation" (Ryan, Kuhl, & Deci, 1997; p. 68). Therefore, it is concerned with investigating people's intrinsic growth tendencies and innate

psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that encourage those positive processes.

There are two parts of SDT that are useful to understand: motivation, and support for the basic needs for autonomy, relatedness, and competence. SDT proposes that everyone has basic needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). Autonomy refers to the need to have a choice and control in one's behaviors. When acting with autonomy, one can use accessible information to direct actions and achieve goals. The need for relatedness refers to the need to feel a sense of belonging and connectedness with others. When teachers, for example, feel that they have a secure life within their career, they feel more self-determined to explore interests. The need for competence is achieved when one feels competent, such as when receiving positive and informational feedback, rather than negative, personally controlling feedback. When teachers feel that these needs are met, they internalize positive values and attitudes associated with a behavior (Deci & Ryan, 2000). Consequently, in order to reach the positive attitude and values, the present study will assess the three sources of motivation theoretically and empirically. Three sources of motivation are: Extrinsic motivation, intrinsic motivation and Amotivation.

Extrinsic Motivation (EM) which Johnson (1986) refers to as Expectancy Theory, describes individuals who are more likely to strive in their work if there is an anticipated reward that they value, such as bonus or a promotion, than if there is none. An extrinsically motivated teacher may perform the activity/duty in order to obtain some rewards such as salary. Extrinsic motivation plays an important role in most peoples' lives (Ofoegbu, 2004). Extrinsic motivation pertains to a wide variety of behaviors, which are engaged in as means to an end and not for their own sake (Deci, 1975). Recently, Deci, Ryan and their colleagues (Deci & Ryan, 1985, 1991)

have proposed that three types of extrinsic motivation; from lower to higher levels of self-determination, from external regulation (ER), to introjected regulation (IJ), to identified regulation (ID).

a. External regulation corresponds to EM as it generally appears in the literature. That is, behavior is regulated through external means such as rewards and constraints. For instance, a student might say: "I study the night before exams because my parents force me to." (Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992). In this case, an activity that can or should be fun, is performed in order to avoid negative consequences (e.g. criticisms from the teacher). The motivation is extrinsic because the reason for participation lies outside the activity itself. Furthermore, the behavior is not chosen or self-determined. External regulation may also be fueled by a desire for rewards. For example, students may work hard at school in order to receive a prize promised by their parents. In this case, the motivation is still extrinsic and nonself-determined, but the instigating factor is the desired reward rather than a constraint. Regardless of whether the goal of behavior is to obtain rewards or to avoid sanctions, the individual experiences an obligation to behave in a specific way, and feels controlled by the reward or by the constraint (Vallerand & Bissonnette, 1992; Muller & Louw, 2004).

b. With introjected regulation, the individual begins to internalize the reasons for his or her actions. However, this form of internalization, while internal to the person, is not truly self-determined since it is limited to the internalization of past external contingencies. Thus, the individual might say: "I study the night before exams because that's what good students are supposed to do." to the extent that the behavior becomes valued and judged important for the individual (Vallerand, et.al 1992). Rewards or constraints are now imposed by the individual

and not by others. The individual is internally controlling (Ryan, 1982). Thus, a student might say, "I study the night before the exam because I feel guilty when I don't". Beliefs and controls now are internalized, although these are not self-determined and experienced as pressure and tension toward specific aims (Vallerand, Bissonnette, 1992; Muller, Louw, 2004).

c. Identified regulation (ID) when an individual says for example: "I've chosen to study tonight because it is something important for me" (Vallerand, Pelletier, Blais, Briere, Senecal, Vallieres, 1992). ID occurs when a behavior is valued by an individual and is perceived as being chosen by ones' self. Behavior is internally regulated but in a self-determined way. An example would be students who choose to do extra work in Math because they believe that this will eventually improve their ability in that particular subject. The motivation is extrinsic because the activity is not performed for itself but as a means to an end (to improve their ability in Math). However, the behavior is nevertheless self-determined: Rather than being bribed into doing extra work in Math, the students have chosen to do it because they feel it would be beneficial for them. Students then experience a sense of direction and purpose, instead of obligation and pressure, in performing the behavior aims (Vallerand & Bissonnette, 1992; Muller & Louw, 2004).

The present study is trying to assess the external, introjected and identified regulations of extrinsic motivation, and to find the exact levels at which externally motivated teachers are located. In addition, the present study will consider the role of several variables such as age, gender, years of experience, and degree earned, as they relate to the kinds and levels of motivation.

Intrinsic motivation (IM): Intrinsic motivation (IM) refers to the fact of doing an activity for itself, and the pleasure and satisfaction derived from participation (Deci, 1975; Deci and Ryan, 1985). An example of IM is the student that goes to class because he or she finds it interesting and satisfying to learn more about certain subjects. Deci and Ryan posit that IM stems from the innate psychological needs of competence and self-determination. Thus, activities that allow individuals to experience such feelings will be out of IM. Vallerand, et.al (1992) have identified three types of intrinsic motivation: IM to know, to accomplish things, and to experience stimulation.

a. *Intrinsic motivation to know* (IM to know) relates to several constructs such as exploration, curiosity, learning goals, intrinsic intellectuality, and finally IM to learn. IM – to- know can be defined as performing an activity for the sake of pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new. For instance, students are intrinsically motivated to know when they read a book for the absolute pleasure that they experience while learning something new (Vallerand, etal 1992).

b. *Intrinsic motivation to accomplish things* (IM–to accomplish things) can be defined as engaging in an activity for the sake of pleasure and satisfaction experienced when one attempts to accomplish or create something. Students who extend their work beyond the requirements of a term paper in order to experience pleasure and satisfaction while attempting to exceed themselves display IM to accomplishments (Vallerand, etal 1992).

c. *Intrinsic motivation to experience stimulation* (IM-to experience stimulation) is operative when someone engages in an activity in order to experience stimulating sensations (e.g. sensory pleasure, fun and excitement) derived from one's engagement in the activity.

> Students who go to class in order to experience the excitement of a stimulating class discussion, or who read a book for the intense feelings of cognitive pleasure derived from passionate and exciting passages represent examples of individuals who are intrinsically motivated to experience stimulation in education (Vallerand, etal 1992).

The present study will try to assess the levels of intrinsic motivation (to know, to accomplish, and to experience stimulation), and to find the exact levels at which intrinsically motivated teachers are located. In addition, the present study will consider the role of several variables such as age, gender, years of experience, and degree earned, as they relate to the kinds and levels of motivation.

Amotivation: is one kind of motivation that is neither intrinsic nor extrinsic. Individuals are amotivated when they perceive a lack of contingency between their behavior and outcomes. There is an experience of incompetence and lack of control. Amotivated behaviors are neither intrinsically nor extrinsically motivated: They are nonmotivated. There are no rewards and participation in the activity will eventually cease. Amotivated behaviors are the least self-determined because there is no sense of purpose and no expectation of reward or the possibility of changing the course of events (Vallerand, Bissonnette, 1992). For example, teachers who feel that they are wasting their times in teaching, and those who don't have reasons and purposes to teach.... This is called amotivation.

Intrinsic motivation with its types (know, accomplish, and experience stimulation), extrinsic motivation with its types (external, introjected, and identified regulation) and amotivation are what the present study is trying to assess using different variables such as teachers' age, gender, years of experiences and the degree earned.

Empirical Review

The purpose of this part is to give the readers an empirical overview of studies in the field of education. National and international initiatives are finding ways to improve the quality in teaching profession for teachers (Gulielmi and Tatrow, 1998; Kremer-Hayon and Goldestein, 1990; Menlo and Poppleton, 1990; Pennington, 1995; Perie and Baker, 1997; Poppleton, 1990; Sim, 1990). In Lebanon, specifically, some schools are reforming several activities to reach this purpose. For example, inviting teachers to attend workshops, facilitating the communication among teachers themselves and with the principles too…. Lack of motivation may cause teachers to be less successful in their careers. Unreasonable demands of administrators, neglecting rewards, isolating teachers… are demotivating factors that are discussed and studied in this chapter.

Teacher motivation is an important issue because teachers have a great effect on community: Students, their achievements, teachers, administrators, the school itself and the educational reform as well. In 1997, The National for Education Statistics (NCES) in the US published a report on job satisfaction among American teachers (1997). The respondents were over 40,000 teachers in a random sample of schools. The sample was limited by state, sector, and school level. It covered elementary and secondary, private and public schools through the US. The Staffing Survey (SASS) examined a wide range of schools, teachers and work characteristics. The findings of the study were that workplace conditions determine a distinguishing factor between the most satisfied and the least satisfied teachers: The most satisfied teachers worked in a supportive, safe, and autonomous environment than the least satisfied teachers (Jiang, 2005). Another study was adopted by Ruhland (2001) had two purposes: 1. to identify factors that influence the turnover and retention of secondary teachers.

2. To identify possible skills teachers possess and other factors that might determine a teachers' willingness to continue teaching. The survey consisted of five sections: educational preparation, teaching experience, skills and abilities, institutional factors, and demographics. The population for this study was 258 baccalaureate and post baccalaureate graduates. Findings concluded that there is a significant difference between those who choose to leave the teaching profession and those remaining in the profession. Teachers remaining in the profession were extremely committed to teaching. However, there were diverse reasons that influence teachers' decision to leave the teaching profession. Job related stress was one of the most. Another finding was the significant difference between teachers choosing to leave and those remaining in teaching profession concerning their own perception of first-year teaching experience. Those teachers who choose to leave did not rate their first-year teaching experience as positive as those remaining in the profession. Last main finding was that teachers choosing to leave or to remain in the teaching profession proposed five factors that are related to their willingness to continue teaching. These factors are positive teaching experience, inner sense of knowing "I am doing a good job", administrative support, time to complete responsibilities, and job security (Ruhland, 2001).

Similarly, but more recently, a research done by Ofoegbu (2004) to find if teacher motivation would affect classroom and school improvement. The population of the study was 772 public school teachers (primary and secondary). Results revealed that male and female teachers were likely to determine that teacher motivation improve schools concerning standard and quality of the school system, discipline and control of students. Furthermore, results showed that teachers can be motivated if salaries were paid regularly, teaching and learning facilities were available, attending sponsored conferences and workshops and productive working

environment. These results indicated that with the enhancement of teachers' motivation, pedagogical and management roles would be enhanced and translated into effective attainment of educational objectives. Another study by Mertler (2001) examined the current state of teacher motivation and job satisfaction. The sample was 969 participants of female elementary, middle and high schoolteachers. They responded to a Web-based survey that assessed their overall level of job satisfaction; whether they would choose to become a teacher again, the extent to which teachers in general are motivated, and how many teachers they knew or worked with who were unmotivated. Data analysis indicated that 77% of teachers were satisfied with their jobs as teachers. Males were a little more satisfied as teachers than females. Teachers early and near the end of their careers indicated a high level of job satisfaction. Teachers between 20s and 30s showed a desire to enter teaching field again when given the opportunity. Males reported knowing significantly more unmotivated teachers than females, and 23% of respondents reported knowing or working with more than 10 teachers that they would categorize as unmotivated (Mertler, 2001).

Therefore, motivating teachers is very important for the consequences that they have on the whole community. Studies about factors motivating teachers are numerous, however, they can be classified into six different groups: Training teachers, rewarding teachers, reducing teacher isolation, relationship between teachers and administrators, workload issues, parents' support and student attitude.

1. *Training Teachers:* Some research shows that when principles effectively used shared strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases (Blasé and Blaze, 1994). Leaders and managers should

encourage teachers to enhance pedagogical skills and knowledge of subject matter by providing finance support for conferences and workshops; and developing training opportunities, including inservice programs. Teachers may become energetic when being engaged in their own teaching and learning abilities and provided with opportunities to express themselves honestly. A study assessed an in-service training program, developed for language center teachers in Finland. The program was devised with the help of the University of Birmingham, England, and ran for three years with English as the language of instruction. The purpose of the program was based on the needs expressed by language teachers and various experts. The study was carried by members of a Committee to look at the attitudes of participants concerning their training. Participants were classified into three categories: Before the seminar, during the seminar, and at the end of the course. A questionnaire was sent to 41 teachers who finished the course. Teachers were asked for their subjective views about the course and its effect on teaching and self-development. The study concluded that the training course prepared for teachers, had a positive and significant experience for those teachers who completed it. Participants' expectations were met and the course was enjoyable and stimulating experience (Nordlund, 1991). Another study conducted by Jason (2000) found a positive coloration between positive motivation and efforts of principals to promote a learning community for teachers. This means that the principle who allows time and provides resources for teachers to learn, has a high rate of teachers who are motivated to teach. Workshops can be motivational when they give teachers control. Consequently, teachers energetically respond when they are immersed in new perspectives and provided with opportunities to express themselves honestly. A research was adopted for evaluating Chemistry for non-specialists (CFNS) training program. The research was conducted by the National Foundation for Educational Research (NFER) in 2008. The research aimed to explore the

outcomes and impacts of the CFNS program on teachers. A questionnaire survey with 184 teachers who had participated in the CFNS program and a case-study interview phase comprising 28 interviews with CFNS teachers and 10 interviews with heads of department. Impacts realized by teachers include increased confidence to teach chemistry and practical chemistry, enhancements in teaching practice and better access and usage of resources and materials. Positive impacts are also evident in relation to teachers' chemistry knowledge and understanding their motivation and attitudes towards chemistry and the amount of practical chemistry that they are teaching(Jones, M., Harland, J., Mitchell, H., Springate, I. and Straw, S., 2008).

Therefore, training teachers is considered as one of the factors that teachers need to enhance their motivation for teaching. It is a step toward, not only train teachers for good strategies and methods used in teaching, rather apply their knowledge and skills in their teaching. In this case, teachers will get more useful information concerning their career, and will become more motivated to carry on with the career that they have chosen.

2. *Rewarding teachers:* What teachers bring to the educational process is knowledge and skills; knowledge of the subject matter and skills in assessing and managing classroom… Furthermore, teacher knowledge and skills need also to be assessed and evaluated to improve instruction and teacher performance too (Heneman III, Milanowski, & Kimball, 2007). In reality, many school districts have adopted some type of performance-based incentive. If implemented fairly, these reward programs are highly successful and have been proven to improve productivity and morale. For example, in 2005, the Houston Independent School District (HISD) decided to initiate an incentive-based award system for teachers. Despite making errors in allocation and failing to gain the input of educators in determining the criteria, the outcome has been favorable in the area of student achievement. The improvement in the number of teachers

staying on the job comes after HISD began a new performance-pay program that pays teachers thousands of dollars in bonuses for the strong academic improvement of children. Teachers in 2007 earned more than $15 million in performance pay. In 2005, 1,554 of HISD's approximately 12,500 teachers left the district. However, in 2006, the number of teachers leaving the district plummeted nearly 19 percent, to 1,262. The reason in teachers staying on the job was even more reflective in the early career years. In the past HISD fought to keep young teachers on the job. Nevertheless, in 2006, the number of teachers with zero to four years experience who left their jobs dropped dramatically, by 25 percent to 576 teacher. Teacher absenteeism also was down in 2005–2006 compared with the previous year. The new teacher-performance-pay program awards teachers bonuses for good attendance on the job. In the 2005–2006 school year, HISD reported to word a combined 43,861 more days than they did the previous year, and improvement of 2 percent (Houstonisd.org, 2007). In addition, in early May, Houston ISD announced that in addition to scores in the district improving, the achievement gap between minorities was narrowing. They attributed these improvements to numerous factors, but most specifically to performance pay.

A performance pay seek to motivate teachers to focus on and direct effort toward desired behaviors and outcomes (Odden & Keley, 2002). Odden and Keley (2002) mentioned three principles related to rewarding teachers:

- Teachers must value the reward: The form and amount of performance must be sufficient to motivate teachers to seek it. Studies of teacher satisfaction and turnover mentioned other rewards that include: opportunities for leadership experience, collaboration among teachers, availability of materials and resources, student misconduct and discipline, and involving teachers in decision-making process (Ingersoll, 2001; Hoy & Miskel, 1982).

- Teachers must see the performance pay link: Teachers must be aware of and understand the connection between their performance and their pay.
- Teachers must see an effort-performance link: The performance pay must provide teachers with opportunities to be successful in their performance.

If rewards are to be used as a school-reform tool, its purpose must be improving learning and teaching. A study adopted by Abelmann and Kenyon (1996) provided an overview of the history of rewards program, discusses the general assumptions and conditions related to their implementation. The sample of this study was three elementary schools and one high school in Kentucky that examined how the schools approached the distribution of rewards differently. This study identifies six challenges for state policy makers who consider using rewards as part of an incentive program to improve student performance. 1. Involving teachers in the actual design process of the incentive program. 2. Linking rewards to individual student progress. 3. Resolving issues of fairness. 4. Defining a clear link between the distribution of rewards and continued improvement of teaching and learning. 5 Ensuring state justification and rationale for incentive programs. 6. Ensuring long-term stability of the incentive program. Abelmann and Kenyon (1996) concluded that studying Kentucky schools left them in skepticism considering using limited public recourses given directly to teachers as potential salary enhancements in a system that does not track individual student progress. They are not convinced rewards programs should always be dismissed, but rather remain agnostic about the use of rewards without knowing the details of the design. Rewards for reward sake might attract public support, but will not in themselves provide any mechanism to improve the teaching and learning in schools that need improvement. In this case, rewarding teachers is useful as long as it helps to improve teachers' performance and motivate them to do the good work.

3. Reducing teacher isolation - Cooperation among Teachers: Some teachers enter teaching for intrinsic reasons including 'making a difference', enjoying doing what they like to do, and improving children's lives. On the other hand, Farber (1984) refers to teaching as a "lonely profession" because of the lack of meaningful communication with colleagues. A study was done by Beck and Gargiulo (1983) on 997 full time teachers. They have found that 83.5 percent of teachers devoted less than 10 percent of their time to contacts with colleagues. Okeafor and Frere (1992) found that teachers spend 80% of their time at school in isolation of other teachers; teachers communicated with principles or teachers on task relevant talk, once or twice a month. School reformers (Carnegie Task Force, 1986) who support participate decision-making in schools, state that teacher participation would improve student achievement outcomes indirectly by increasing teacher productivity, effectiveness and job satisfaction by developing a stronger commitment to the school. Goddard, Hoy, and Woolfolk Hoy (2004) stated that when teachers get the chance to make educational decision-making, they can influence instructionally relevant school decisions, including control over curriculum, instructional materials and activities, communication with parents.... Gorton (1983) defines decision-making as a process of "choosing among alternatives". He suggests that during the process of reaching a decision, an administrator should involve teachers, students, parents, supervisors and others in the process of schooling. As a result, teacher leadership becomes an important element of initiatives to enhance the profession of teaching and restructuring schools by creating a relationship between teachers and their principles (Smylie & Conyers, 1992). A study that shed the light on collaborative practices and attitudes among teachers in schools is Rosenholtz's (1989) analysis of 78 schools I Tennessee. The instrument used was a questionnaire in which teachers described the extent to which the faculties at their schools engaged in collaborative practices. Rosenholtz separated the

schools into three categories. 13 collaborative schools, 15 isolated schools, and 50 temperately isolated schools (The last schools falls between the collaborative and isolated schools). Rosenholtz interviewed 21 randomly selected teachers from 7 of the collaborative schools, 21 randomly selected teachers from 7 of the isolated schools, and 32 randomly selected teachers from 10 of the temperately isolated schools. She mentioned nothing about the school formal organizational structures. Rosenholtz found that when teachers in collaborative settings talked with one another, they usually shared instructionally related ideas and materials. For instance, a teacher said the faculty often talks about the instructional program, the curriculum, and the students' progress. When teachers shared information about a particular student, it was usually for the purposes of finding ways to help the student learn more effectively. Another teacher said that the school's faculty members discuss how to reward the highest achievers and how to help the lowest achievers. In another collaborative setting, kindergarten teachers plan their activities together. For example, two teachers plan the week's math activities, and two other teachers plan the reading activities. One teacher commented to Rosenholtz that it helps to gathering ideas from several people instead of each having to plan their work alone. In contrast, none of the teachers from isolated settings mentioned instructional planning as a form of sharing. When they shared information about students, the sharing took the form of changing stories about a child's misbehaving or sympathizing with one another, rather than collecting resources to help the child. Moreover, teachers from collaborative and isolated settings differed in describing their teacher leaders. Teachers from collaborative settings regarded as teacher leaders those who showed initiative and willingness to experiment with new ideas, who offered motivation to other teachers, and who were willing and able to help other teachers solve instructional problems. One teacher said that the leaders set a good example for how to work with children. On the contrary,

teachers from isolated settings rarely linked teacher leadership with instructional activities. Instead, 61 % of the respondents linked teacher leadership with union involvement or other activities not related to classroom instruction. Accordingly, several studies have found that teacher cooperation help them to unite with themselves and with administrators, to improve the quality of teaching, and attribute to the sense of professionalism.

4. Relationship between teachers and administrators: The major problem that demotivate teachers is not only when administrators do not support teachers, rather it is their interfere within teachers' curriculum decisions (Benham & O'brien, 2002). Administrators are pushing their teachers to spend more and more time preparing lessons and various activities that may or may not help the students. Some comments were mentioned in Benham and O'brien (2002) survey:

a. "The administration doesn't really back you up when you have problems".

b. "I guess I expected the administration and district would stand up for their teachers by informing parents that the teachers are doing a good job and that they, the parents, should back off".

Walker (1975) supported the collaborative and cooperative relationship between teachers and administrators. This process enables people to share assumptions, values, beliefs…, developing a common understanding through exposing educational stages and developing a cooperative and shared system of principles and beliefs. A study in 2009 conducted to assess the perspectives of principals on the strengths and weakness in educational leadership programs, especially in the field of educational leadership as perceived by teachers, and to identify experienced and successful practices. The sample of this study consisted of 570 secondary teachers from 50 schools and four highly experienced principals in Kerala, India. The instrument used was Leadership Behavior Scale, content analysis of books on educational administration,

and interviews with principals. Findings revealed that school administrators lack capability in planning, controlling, effectively communicating with and providing motivation to teachers. Principals get confused when many things planned concurrently; they worry about the outcome of anything recently implemented and fail to expect the trends of different events and changes in decisions including decisions taken in the school council by the influence of external forces. Moreover, results showed that principles failed also to maintain a balance between observing the official rules together with encouraging confidence in their colleagues and to express creative criticism harmoniously and in providing humanitarian consideration to colleagues. Content analysis revealed that there is not enough accumulated body of knowledge and practice to foster the competencies expected from an educational leader for realizing the present visions on education in the local context of Kerala. Experienced Leaders are characterized by a time-bound daily, terminal and annual plan; use of distributed leadership to guarantee control; and emancipatory leadership to make school a real part of the community. In conclusion, educational leadership preparation in Kerala, suffers from, a lack of a definition of good educational leadership; a lack of leader recruitment programs in schools; a lack of systematic professional development for school administrators; a lack of quality candidates for preparation programs; a lack of preparation programs relevant to the job demands of school administrators; a lack of sequence, modern content, and experience in preparation programs and a lack of certification and licensure systems to promote excellence.

An administrator needs to keep and guarantee a positive and high staff relationship. High staff satisfaction is the purpose of increasing effectiveness, productivity, and achievement. Miller (1981) conducted a survey and conducted that high staff morale and positive spirited teachers look forward to going to school in the morning and are not in a hurry to leave in the evening. He

added that teachers could actively participate in school functions and perform various tasks above their stated duties. Such individuals derive satisfaction from being members of the school system and of the teaching profession who support the school, its goal and philosophy.

5. *Work Load Issues:* The high number of paperwork and the additional non-teaching requirements are important issues for demotivating teachers. A study done by the National Association of Secondary School Principals found that "nearly one fifth of a teacher's day is spent at jobs which could be performed by nonprofessionals or by automated devices". It is impossible to misjudge the degree of job intensification that has taken place in teaching, especially when the society asks the schools to take on many responsibilities (Benham & O'brien, 2002). In Benham and O'brien (2002) survey, they received some comments related to work load issue:

c. "So much paperwork! I have 187 students and work 10 hours a day , six days a week".
d. "Every couple of years there is a change in paper work requirements. We keep adding to our load of paperwork, but it seems that little is taken away. I wonder if it is all benefiting the students".

Benham and O'brien argue that the nature of teachers' work is different; spending a lot of time preparing lessons and activities that capture the students' interests and increase their motivation for learning. A study about: reasons for entering teaching, their perception of training, nature of early experience, their opinion about satisfying and non satisfying things in teaching, circumstances about their resignation, and their thoughts on education. Results showed that teachers were satisfied with student achievement and teacher accomplishment. On the other hand, they were dissatisfied with school and system related factors. In 1994, 95.57 teachers were interviewed about how teaching influenced family relationships. Findings revealed that

systematic and social pressures affected teachers' work and lives. Results point to the importance of the social factors that are outside of teachers and schools control; however, having a great influence upon teachers' and administrators' work satisfaction (Dinham & Scott, 2000). It is noticed that teacher motivation can change considerably over an individual teachers' career. A study in Mexico has been conducted to teachers of English as a Foreign Language (EFL). The workload of teachers has increased extremely, although neither their salaries nor the quality of the physical structure in which they work has been correspondingly upgraded. This led to a reject in overall teachers' morale and attitude. This study tries to explain that a motivated teacher provides more motivating learning experiences in the classroom and produces better prepared students than the less or unmotivated teachers. The instrument used was an open-ended questionnaire. Teachers were asked to write motivational and de-motivational factors of their jobs in the areas of curriculum, institutional and classroom matters. Number or respondents was 98, making 747 comments in the questionnaire. Out of the 747 comments, 390 were listed as motivational factors (52%), and 357 comments were considered as de-motivational factors (48%). The category with the least amount of comments was that of curriculum matters. The total was 117 comments. Of these 117 comments, 45 were placed into the motivational category, and 72 in the de-motivational. The second category of comments was that of classroom matters. This category contained 218 comments. It contained 135 motivational comments and 83 de-motivational. This category also included comments that revolved about two areas: Teachers and Students. The last category was that of administrative matters. Participants made 412 comments concerning this category. Of these 209 were considered as motivational and 203 as de-motivational (Johnson, 2000). Most teachers complain that the work overload is a serious

problem that they face in every school day (Milstein, Golaszewski, & Duquett, 1984; Albertson & Kagan, 1987; Trendall, 1989; Huberman, 1994; Burke & Greenglass, 1995). Teachers should carry out their regular tasks such as preparing for lessons, methods for instruction, as well as extra time to do homework and guide students' activities. At the same time, they are supposed to make decisions in school supervision, special program study and various training things (Yan & Jian-xin, 2007).

6. Parents' Support and Student Attitude: Parents' support and students' attitude are two important aspects for motivating teachers. As to parents' support, teachers complain when students misbehave and there is no support from parents or administrators as well. On the other hand, when parents and administrator consider that the problem of discipline is the problem of the teachers merely. One of the respondents in Benham and O'brien (2002) survey commented the following:

e. "Students have no responsibility or accountability, and it appears that many parents are the same – rather than help and support educators, they want to sue or threaten".

A quantitative study examined the practices and beliefs of administrators and teachers regarding parent involvement in an urban school district. Administrators and teachers were surveyed. The instrument used for this study was adapted from "The Parent Involvement Inventory" published by the Illinois State Board of Education (1994). After considering the various demographic data, the largest representative groups (35.7%) were teachers and administrators ages 50-59. However, the other age groups were represented equally (49 and below). The sample consisted of mostly females (70.8%) with 6-10 years of teaching experience (32.3%) who teach at the secondary level in grades 9-12 (34.4%). The master's degree (32.3%) was the highest degree level achieved by most of the sample. A two-tailed t-test was conducted

and findings indicate some statistically significant differences between many beliefs and practices. The results of this study show a mismatch between teachers' and administrators' beliefs and practices about parent involvement. Although teachers and administrators have strong beliefs about parent involvement and its importance in strengthening student achievement, what they practice in their schools and classrooms is not harmonious with these beliefs. Participants were asked to answer questions about the occurrence of various school and district level parent involvement practices. The participants gave evidence that the school supported parent involvement in a variety of ways: through the support of student learning, soliciting volunteers to help in school buildings, providing parent communication in a variety of languages, providing parents access to classes, giving parents input in school decisions, providing teachers with resources to improve parent involvement practices, and assessing the relationships between parents and teachers. A majority of participants were unsure about school and/or district volunteer programs and opportunities the school and/or district provided for parent learning, such as parenting classes, computer literacy classes, study skills classes, and so on. A majority of the participants were also unsure if the school and/or district provided parents with opportunities to help with policy and decision making on committees.

In conclusion, the key to a successful instruction and education is to motivate teachers. Many teachers are isolated and have little opportunities for professional collaboration with colleagues, the principle, or the district. Building collective teacher efficacy, by providing teachers with opportunities to build instructional knowledge and collaborate with colleagues, insightful feedback, will allow leaders to transform their schools into organizations with strong collective efficacy and improved student performance. School leaders face many challenges, including ensuring that teachers have the instructional skills and the professional confidence they need to

teach their students effectively. Focusing on building collective efficacy can provide leaders a means to achieve this goal.

In this chapter, there was a theoretical and empirical review about the self-determination theory, types of motivation from a high to a low level of self-determination; intrinsic motivation (to know, to accomplish, to experience stimulation), and extrinsic motivation (external, introjected, and identified), and finally amotivation. The following chapter will discuss further the sample chosen, the procedure and the instrument used that helped in conducting this research.

CHAPTER 3

Method

Sample

The sample for the present research consisted of teachers (n= 206) who know the English Language covering the whole levels: kindergarten, elementary, intermediate, and secondary. The entire levels were chosen in order to assess the differences of motivation types (intrinsic, extrinsic and amotivation) including the levels of each type. Intrinsic motivation (to know, to accomplish, and to experience stimulation) and extrinsic motivation (external, introjected and identified regulation) and amotivation. The criteria for selecting schools was that they were private schools which included the entire different grade levels. Schools were also chosen based on the language they use: the English Language. There were 13 schools involved in this study. Although these schools agreed to be a part of this study; however, not all teachers agreed to participate. In this study, there were 33 Kindergarten teachers, 83 Elementary teachers, 55 intermediate teachers, and 35 secondary teachers. The subject that these teachers taught was English, Math, science … The gender of this study consisted of males (n= 43) and females (n= 163). The age of the respondents ranged between 20 and 60 years old.

Procedure

At the end of September 2009, the researcher started to contact each school. Some schools were contacted by phones to take an appointment from the principle and others without appointments. During the visits, the researcher explained the nature of the study and took the permission to go on with this study in their schools. Then, the researcher had to sit with the secretary or the coordinator responsible for each grade level and give more explanations

concerning the questionnaires. The secretary was responsible to distribute the questionnaires to teachers and collect them back. Each questionnaire was accompanied with a letter to introduce the researcher and explains the nature of the study. Moreover, the researcher did not forget to mention the confidentiality of the teachers participating as well as of schools. After one week, the researcher collected the completed questionnaires from the secretaries of the participating schools.

Instrument

Reference: Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. (1989). Construction et validation de l'Échelle de Motivation en Éducation (EME). Revue canadienne des sciences du comportement, 21, 323-34.

The questionnaire Academic Motivation Scale (AMS) was adopted from Vallerand (1989). The questionnaire was made for high schools and was adjusted to the Lebanese teachers within all schools' grade levels.

The questionnaire consists of three parts. The first part consists of 8 questions to give an idea about each respondent in this study, such as age, gender, degree earned, number of students, and years of experience (Independent Variables). The last question asks participants if they were members in any educational organization.

The second part of the questionnaire is taken from Vallerand High School Motivation Scale. However, since the present study talks about teacher motivation, the scale is modified to deal with teachers instead of students. This part contains 7 sub-scales assessing Intrinsic motivation towards knowledge, accomplishments and stimulation, as well as extrinsic motivation towards external, introjected and identified regulation, and amotivation. It contains 28 items

assessed on a 5-point scale. The scale starts from (1 = doesn't correspond at all to 5= corresponds exactly). The answer key to this part as classified by Vallerand is the following: numbers 2, 9, 16, 23 present intrinsic motivation (to know), numbers 6, 13, 20, 27 present intrinsic motivation (to accomplish), numbers 4, 11, 18, 25 present intrinsic motivation (to experience stimulation), numbers 3, 10, 17, 24 present extrinsic motivation (identified), numbers 7, 14, 21, 28 present extrinsic motivation (introjected), numbers 1, 8, 15, 22 present extrinsic motivation (external regulation), and last numbers 5, 12, 19, 26 present amotivation.

The last part of the questionnaire is "The Teacher Motivation Questionnaire" which was used to get information regarding teacher motivation and was directed to all objects. The questionnaire was developed using intrinsic and extrinsic factors as motivators. Frederick Herzberg's motivation-hygiene theory was used as a theoretical basis and a 5-point Likert scale was used to record the responses (strongly disagree---strongly agree). Construction and structure of the Teacher Motivation Questionnaire was developed and focused on the motivation and hygiene factors proposed by Herzberg. The intrinsic factors contain the following: (1) achievement, (2) recognition, (3) work itself, (4) responsibility, (5) advancement, and (6) possibility of growth. Intrinsic factors tended to make tasks more interesting, enjoyable and psychologically rewarding. Herzberg identified motivational factors as intrinsic. Herzberg related hygiene factors and factors with the context or setting of the organization as extrinsic, factors such as: (1) policies of the organization, (2) administration, (3) technical supervision, (4) salary, (5) working condition, (6) status, (7) job security, (8) effects on personal life, (9) interpersonal relations with supervisors, peers and subordinates.

The amount of time needed to complete the questionnaire was around 10 minutes.

CHAPTER 4

Results

In order to test for the contribution of the years of teaching experience on extrinsic motivation, a regression analysis was conducted. Since years of experience is not the only variable that affects levels of extrinsic motivation, several other variables were included in the regression as controls. Extrinsic motivation was regressed on the demographic variables. Results showed that years of experience in the current school has a negative effect on extrinsic motivation, the total years of experience has a positive effect on extrinsic motivation, and the total number of students has a negative effect on extrinsic motivation. The results are coherent with the hypothesized relationship between total years of teaching and extrinsic motivation (see table 1).

Table 1

Regression analysis of extrinsic motivation on the demographic variables

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.300	.467		7.067	.000
	gender of the subjects	.039	.139	.023	.278	.782
	age of the subjects	-.004	.010	-.052	-.387	.699
	the degree earned	.030	.038	.061	.803	.423
	the classes taught	-.044	.061	-.062	-.711	.478
	total number of students	-.002	.001	-.144	-1.929	.055
	years of experience in the current school	-.028	.010	-.265	-2.737	.007
	total years of experience	.024	.011	.275	2.060	.041
	membership in educational organizations	.156	.111	.106	1.405	.161
	Amotivation	.004	.015	.021	.297	.767

a. Dependent Variable: MEANextrinsic

R square = .083, adjusted R square = .041

To test the effect of the teacher's qualification on intrinsic motivation, a regression analysis was conducted. And since the degree of teachers is not the only variable affecting levels of intrinsic motivation, several other variables were included in the regression analysis as controls. Therefore, intrinsic motivation was regressed on all the demographic variables included in the present study. Results of the regression showed that the degree earned is not a significant predictor of intrinsic motivation. Evidently the predicted relation between teachers' qualifications and intrinsic motivation was not supported. However, results of the regression showed that total years of teaching experience has a positive effect on intrinsic motivation, while the years of experience in the current school have a negative effect on intrinsic motivation. The gender of the subjects has a positive significant effect on intrinsic motivation, while amotivation has a negative effect on intrinsic motivation (see table 2).

Table 2

Regression analysis of intrinsic motivation on the demographic variables

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.632	.431		8.422	.000
	gender of the subjects	.361	.129	.217	2.806	.006
	age of the subjects	-.014	.009	-.194	-1.562	.120
	the degree earned	.009	.035	.019	.271	.786
	the classes taught	.015	.057	.021	.261	.794
	total number of students	-.001	.001	-.066	-.962	.337
	years of experience in the current school	-.018	.009	-.172	-1.933	.055
	total years of experience	.030	.011	.351	2.852	.005
	membership in educational organizations	.110	.102	.075	1.075	.284
	Amotivation	-.060	.014	-.283	-4.263	.000

a. Dependent Variable: MEANintrinsic

R square = .221 , adjusted R square = .185

An analysis of variance was conducted between each school level on the dependent variable extrinsic motivation, in order to see the relationship between the different levels of classes on extrinsic motivation. Results showed no significant difference between the means of each school level, and therefore the predicted hypothesis was not confirmed (see table 3).

Table 3

Analysis of variance of the school levels on extrinsic motivation

	N	Mean	Std. Deviation
Preschool	33	3.3333	.74156
Elementary	83	3.2118	.70125
Intermediate	55	3.1242	.63624
secondary	35	3.2024	.62272

ANOVA

MEANextrinsic

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.906	3	.302	.656	.580
Within Groups	92.965	202	.460		
Total	93.871	205			

An independent samples t-test was conducted on the scores of extrinsic motivation in order to see the difference between male and female teachers on extrinsic motivation. Results showed no significant difference between the mean scores of extrinsic motivation in males and

females. This is contrary to the prediction made that female teachers are more extrinsically motivated than males (see table 4).

Table 4

Group Statistics and t-test

	Groups	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Extrinsic	male	43	3.09	.637	-1.236	.218
	female	163	3.24	.685		

To test for the difference in intrinsic motivation between male and female teachers, an independent samples t-test was conducted on the scores of intrinsic motivation. Results showed a significant difference in the mean scores of intrinsic motivation between males and females. This finding suggests that female teachers are more intrinsically motivated than male teachers (see table 5).

Table 5

Group Statistics and t-test

	Groups	N	Mean	Std. Deviation	t	Sig. (2-tailed)
Intrinsic	male	43	3.13	.645	-5.004	.000
	female	163	3.68	.640		

The significance of the current study is that not only it relies on intrinsic and extrinsic motivation scores as totals, but it made use of three different subscales within each type of

motivation. The researcher administered questionnaires assessing three subscales of intrinsic motivation: to know, to accomplish, and to experience stimulation, and three subscales of extrinsic motivation: external, introjected, and identified.

Table 6

Regression analyses of intrinsic and extrinsic motivation subscales on demographic variables

		EXTRINSIC			INTRINSIC	
Variables	external	Introjected	Identified	know	accomplish	Experience
Gender	t= -1.847 p= .066	T= 1.792 P= .075	T= .622 P= .534	T= 2.630 P= .009	T= 2.451 P= .015	T= 4.124 P= .000
Age	t=1.338 p= .182	T= -.659 P= .511	T= -1.889 P= .060	T= -.560 P= .576	T= -2.071 P= .040	T= -.692 P= .490
Degree	T= 1.179 P= .240	T= .826 P= .410	T= -.190 P= .849	T= .056 P= .955	T= .830 P= .408	T= -.635 P= .526
Classes taught	T= -1.143 P= .254	T= -1.427 P= .155	T= -.230 P= .818	T= -2.282 P= .024	T= -1.751 P= .082	T= -1.142 P= .255
Number of students	T= -.638 P= .524	T= -1.530 P= .127	T= -1.571 P= .118	T= .352 P= .725	T= -.048 P= .962	T= .418 P= .676
Years of experience in current school	T= -1.309 P= .192	T= -1.822 P= .070	T= -3.838 P= .000	T= -2.222 P= .027	T= -.760 P= .448	T= -1.713 P= .088
Total years of experience	T= -.146 P= .884	T= 2.484 P= .014	T= 2.993 P= .003	T= 1.739 P= .084	T= 2.759 P= .006	T= 2.506 P= .013
Membership in educational organization	T= .769 P= .443	T= 1.157 P= .249	T= 1.239 P= .217	T= 1.253 P= .212	T= 1.075 P= .284	T= 1.187 P= .237
R square	P= .062	P= .120	P= .135	P= .129	P= .122	P= .174
Adjusted R square	P= .024	P= .085	P= .100	P= .094	P= .086	P= .141

In order to measure the contribution of each demographic variable on each of the six subscales of both intrinsic and extrinsic motivation, a regression analysis was conducted. Each of the six subscales was regressed on all the demographic variables in the current study.

Concerning intrinsic motivation, results showed that gender significantly predicts all three levels of intrinsic motivation: "to know" (t=2.630, p=.009), "to accomplish" (t=2.451, p=.015), "to experience stimulation" (t=4.124, p=.000). Age contributes significantly only the "to accomplish" subscale (t=-2.071, p=.040). The variable school levels contributes significantly only the "to know" subscale (t=-2.282, p=.024). Years of teaching in the current school significantly predict the "to know" subscale (t=-2.222, p=.027), while the total years of experience predict significantly the subscales of "to accomplish" (t=2.759, p=.006) and "to experience" (t=2.506, p=.013).

Concerning extrinsic motivation, results of the regression analyses showed that the years of experience in the current school significantly contribute only to the "identified" subscale (t=-3.838, p=.000), while the total years of experience contribute significantly to the "introjected" subscale (t=2.484, p=.014) and "identified" (t=2.993, p=.003) (see table 6).

CHAPTER 5

Discussion

Different studies have dealt with motivating teachers (Mertler, 1992; Ofoegbu, 2004; Ryan & Deci, 2000). These and many others discussed motivation issues concerning the types, sources and factors affecting them. However, very few had measured the types of each kind of motivation. The types of extrinsic motivation (external, identified, and introjected) and the types of intrinsic motivation (to know, to accomplish, and to experience stimulation) were not specifically measured, especially in Lebanon. Several studies focused merely on the difference between intrinsic versus extrinsic motivation, without considering each subscale of these types (Davis & Wilson, 2000; Bastick, 1999; Deci, 1975; Johnson, 1986).

The question that the present study examines is what motivates a teacher, intrinsically or extrinsically, what subscale of extrinsic and intrinsic motivation every teacher stands at, covering the school grade levels, with respect to age, gender, years of experience and degree earned. Several noteworthy results can be pointed out from this study.

Years of Teaching and Extrinsic Motivation

Results showed that the relationship between the two variables, total years of teaching experience and years of teaching experience in the current school, with the mean of extrinsic motivation is significant. This points to the fact that teachers consider themselves extrinsically motivated as a reward for their long experience in teaching. They believe that they have valuable experiences that they achieved in their domain as teachers. Such experiences include academic and educational strategies, dealing with students as individuals, as well as dealing with their parents. Moreover, most teachers with long experiences have families and are married; so being extrinsically motivated is needed. Furthermore, teachers believe that the more years they spend

in teaching, the more compensation (money) they earn. Most teachers in some schools have been teaching for more than 10 to 15 years, quite long period. This result goes in line with the research conducted on teacher job satisfaction (Kirby, Paradise, & King, 1992; Koh, Steers, & Terborg, 1995; Silins, 1992). Results showed that job satisfaction tend to increase as teachers become more experienced in their work. Researchers (Kirby, Paradise, & King, 1992) have studied the connection between teacher demographic variables and job satisfaction. Results suggest that older employees tend to be happier with their jobs, have lower turnover rates, and miss fewer working days. This seems logical, since unsatisfied teachers are more likely to leave the profession and, therefore, not have the chance to fully adapt to and build up a long career in teaching. Robertson, Smith and Cooper (1992) discovered in their study that teacher satisfaction is positively correlated with age, except for teachers between the ages of 40 – 50. These teachers have low satisfaction about promotion views.

The relationship between years of teaching in the current school and extrinsic motivation is also significant. However, this relationship is negative, meaning that the more years teachers spend in the same school, extrinsic motivation decreases. This can be explained when such schools do not pay teachers enough money. or where teachers expect to be more rewarded according to their achievement with students, or when trying to improve themselves by attending workshops.

The relationship between the number of students teachers taught and extrinsic motivation yielded a significant but negative relation between the two variables. This means the less number of students teachers teach, the more extrinsically motivated they become. Teachers believe that some schools cost lots of money; therefore, teachers are motivated extrinsically to be paid more.

Furthermore, some teachers feel more comfortable when they teach small student numbers in a well-paid price.

Teacher Qualification (Degree Earned) and Intrinsic Motivation

Results showed that there is no significant difference in the degrees earned and intrinsic motivation. This could be explained in that these teachers are passionate about teaching and that it is more than just a career for them. The cause for these teachers to attain high qualifications and degrees is their love of teaching.

On the level of intrinsic motivation, results showed a significant relationship between the total years of teaching and the means of intrinsic motivation. Teachers believe that they are now living as teachers and believe that they have no choice to adapt. Teaching become what they have, and all the knowledge they gained through out their teaching years is poured in this specific domain. They feel that they have reached a point which defines who they are and what their capabilities are.

There was also a significant relationship between years of teaching in the current school and intrinsic motivation. Nevertheless, this relationship is negative, which indicates that the more years the teachers spent at teaching in the same school, intrinsic motivation decreased. This may be because some teachers like or need to change the school where they have been teaching for years, because they might feel bored, or they might have problems with the rules of the school, administrators, or colleagues. Another explanation might be that some teachers would like to experience new schools, especially those schools with good salaries, or those who are well known academically.

These results are in line with the research conducted by Koh, Steers, & Terborg (1995) and Silins (1992). Results showed that teachers with many years of experience tend to be more

satisfied with their jobs. This can explain that unsatisfied teachers are more likely to leave the profession and, therefore, not have the chance to fully adapt to and build up a long career in teaching.

School Level / Classes Taught and Extrinsic Motivation

To measure the relationship between school levels (preschool, elementary, intermediate, and secondary) and the mean of extrinsic motivation, an analysis of variance was conducted. Results showed no difference in the means of extrinsic motivation amongst the classes taught, which was against the predicted hypothesis. In general, teaching higher grades means being more paid. Therefore, it is related to extrinsic motivation. Two points can be driven out of this hypothesis. First, if most teachers are not extrinsically motivated, then they are intrinsically motivated. To them teaching is more than just a career, it is a pure combined message of life experiences, knowledge, morals, skills and potentials that teachers are willing to transfer to generation after generation. Second, if teachers are neither extrinsically nor intrinsically motivated, then teaching does not mean more than a job to them; therefore, they are amotivated. Results showed that male teachers are less intrinsically and extrinsically motivated than females. Female teachers have, through the entire school grade levels, certain ways of dealing with students. In kindergarten and elementary grade level, female teachers behave as mothers to those small kids. Also, in intermediate and secondary grade levels, female teachers can be closer to their students than male teachers. A female teacher likes to sit with her students, discuss certain issues, sometimes private, try to interfere when necessary, to help them solve their problems.

Gender and Extrinsic Motivation

A T-test was conducted on the scores of extrinsic motivation in order to see the difference between male and female teachers on extrinsic motivation. Results showed no

significant difference between the mean scores of extrinsic motivation in males and females. This is contrary to the prediction made that female teachers are more extrinsically motivated than males.

A significant relationship was found in which females are more intrinsically motivated than males and it is related to the fact that we live in a society where, "mothers/females" are more involved and responsible in raising the children than "fathers/males". This is reflected in the teaching career, which is considered in one way or another an aspect of raising children. Thus, female teachers are more emotionally engaged in the teaching career than males. They feel that they have a "motherhood" duty towards their students who they usually treat as their own children.

This finding is in line with the literature: Gender has been the center of the study conducted on job satisfaction (Kirby, Paradise & King, 1992; Koh, Steers & Terborg, 1995; Silins, 1992). Female teachers responded to surveys with higher satisfaction rating than their male colleagues (Cox & Blake, 1991; Hom & Griffeth, 1995). Female teachers expressed greater job satisfaction than their male partners (Watson, Hatton, Squires & Soliman, 1991). The more satisfied group of teachers consisted mostly of female teachers, teaching grades 1 – 4 rather than 5 – 8 in private schools, with less teaching experience than the male teachers.

Further analysis

The significance of the current study relies not only on intrinsic and extrinsic motivation scores as totals, but also on the three different subscales within each type of motivation. Intrinsic motivation: to know, to accomplish, and to experience stimulation, and the three subscales of extrinsic motivation: external, introjected, and identified.

Intrinsic motivation

Results showed that gender significantly predicts the three levels of intrinsic motivation: "to know"," to accomplish", and "to experience stimulation". Age contributes significantly only the "to accomplish" subscale. The variable school grade levels contributes significantly only to the "to know" subscale. Years of teaching in the current school significantly predict the "to know" subscale, while the total years of experience predict significantly the subscales of "to accomplish" and "to experience".

Extrinsic motivation

Results of the regression analyses showed that the years of experience in the current school significantly contribute only to the "identified" subscale, while the total years of experience contribute significantly to the "introjected" and "identified" subscales.

In line with the literature, a study was conducted by Vallerand and O'Connor (1989) to assess the concepts of amotivation, external, introjected and identified regulation, and intrinsic motivation toward school of college student. The study used the Academic Motivation Scale. Results showed that intrinsic motivation was positively associated with educational outcomes. Identified regulation was positively related to outcomes, but not as strongly as intrinsic motivation. External regulation and introjected levels of extrinsic motivation were negatively related to outcomes. Finally, amotivation was negatively correlated with educational outcomes.

The above findings are encouraging because they showed that intrinsic, extrinsic and amotivation styles can be significantly related to outcomes. Definitely, further research is needed for a detailed understanding of such relations.

Conclusion

The major findings of this study showed that the two variables total years of teaching experience and years of teaching experiences in the current school, were the most variables with a significant relationship with extrinsic as well as intrinsic motivation. Furthermore, gender showed a significant relationship with intrinsic motivation.

For future studies, it would be valuable to try to assess the factors that lead to teachers' intrinsic and extrinsic motivation. I t is necessary to push teachers to be intrinsically as well as extrinsically motivated. Furthermore, research could be done to know the main differences between each subscale, starting from amotivation until intrinsic motivation, as well as try to find solutions or factors that lead teachers to be intrinsically or extrinsically motivated. When doing this thesis, the present researcher realized that there are teachers who are neither extrinsically nor extrinsically motivated. They work for the sake of working and earning money, whether this is teaching or any other job. Thus, motivating teachers is very important since teachers are not alone in the circle. There are other reasons to motivate them; the students. When teachers are correctly motivated, teaching becomes easy for them and for their students.

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Appendix A

Dear Sir or Madam :

I am currently a Master student at Haigazian University , majoring in Educational Administration and Supervision. For my thesis, I am administering a questionnaire on 'Teacher Motivation' in private schools in Beirut. Further, the results obtained from this study will help principals of the schools in developing policies that enhance teachers ' motovation, which will, in turn, reflect positively on students' achievement as well as on schools' climate.

Thank you for your cooperation and participation in this study.

Respectively yours,

Nancy Kamarieh

Appendix B

TEACHER MOTIVATION QUESTIONNAIRE

Part (I)

Directions: Answer the following questions with the response that best describes your teaching position at this time.

1. Gender: Male ☐

   Female ☐

2. Age:

   _____ years old

3. Degree earned:

   _____

4. Classes you teach at present:

   _____

5. Number of students that you teach:

   _____ students

6. Total number of years employed as a teacher in this school:

   _____ year / s

7. Total number of years employed as a teacher:

   _____ year / s

8. Membership in a professional organization for teachers:

   a. Yes If yes, how many? _____

   b. No

Academic Motivation Scale (Part II)

Directions: Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you become a teacher.

1	2	3	4	5
Does not Correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly

Why Did You Become a Teacher?

1. Because of the salary.
   1 2 3 4 5
2. Because I experience pleasure and satisfaction.
   1 2 3 4 5
3. Because I think that teaching will help me better prepare for the career I have chosen.
   1 2 3 4 5
4. Because I really enjoy teaching.
   1 2 3 4 5
5. Honestly, I don't know; I really feel that I am wasting my time in teaching.
   1 2 3 4 5
6. For the pleasure I experience while surpassing myself in my work.
   1 2 3 4 5
7. To prove to myself that I am capable of going on with this career.
   1 2 3 4 5
8. In order to obtain more prestigious job later.
   1 2 3 4 5
9. For the pleasure I experience when I discover new ways of teaching.
   1 2 3 4 5
10. Because eventually it will enable me to enter the job market in a field that I like.
    1 2 3 4 5
11. Because for me, teaching is fun.
    1 2 3 4 5
12. I once had good reasons for going into teaching; however, now I wonder whether I should go on. 1 2 3 4 5

12. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments. 1 2 3 4 5

13. Because of the fact that when I succeed in teaching as a job I feel important.
1 2 3 4 5

14. Because I want to have "the good life" as time goes on.
1 2 3 4 5

15. For the pleasure that I experience in broadening my knowledge about my students.
1 2 3 4 5

16. Because this will help me improve my teaching.
1 2 3 4 5

17. For the pleasure I experience when I am taken by discussions with interesting students.
1 2 3 4 5

18. I can't see why I teach and frankly, I couldn't care less.
1 2 3 4 5

19. For the satisfaction I feel when I am in the process of accomplishing the various teaching objectives. 1 2 3 4 5

20. To prove to myself that I am a successful person.
1 2 3 4 5

21. In order to get more pay.
1 2 3 4 5

22. Because my career allows me to continue to learn about many things that interest me.
1 2 3 4 5

23. Because I believe that teaching will improve my competence as a teacher.
1 2 3 4 5

24. For the "high" feeling that I experience while reading about various interesting topics related to my career. 1 2 3 4 5

25. I don't know; I can't understand what I am doing in school.
1 2 3 4 5

26. Because teaching allows me experience a personal satisfaction in my quest for excellence in my work. 1 2 3 4 5

27. Because I want to show to myself that I can succeed in my career.
1 2 3 4 5

Part (III)

Directions: Listed below are a number of items that describe how a teacher might feel about or react to various aspects of his/her job. Please use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. Circle one response for each item that best describes your reactions.

SD	D	U	A	SA
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

11. The school principals for whom I have taught appreciated the effort I invested in teaching. ----------	SD	D	U	A	SA
12. I can reasonably expect to be dismissed if my performance is not adequate. ----------	SD	D	U	A	SA
13. I set goals for myself and achieve them.----------	SD	D	U	A	SA
14. I like my principal to recognize my accomplishments.----	SD	D	U	A	SA
15. I regularly spend some of my free time for self-improvement in teaching by reading professional articles, attending workshops and meetings, etc.----------	SD	D	U	A	SA
16. I have the support of the entire staff in doing my work.---	SD	D	U	A	SA
17. I invest more hours per day in my job than do other people whose jobs are not related to education.----------	SD	D	U	A	SA
18. I can stay in teaching as long as I want.----------	SD	D	U	A	SA
19. My student load is reasonable.----------	SD	D	U	A	SA
20. I think teachers should be paid onexperience.----------	SD	D	U	A	SA
21. One of the best things about teaching is seeing the students learn.----------	SD	D	U	A	SA
22. I like my principal to ask me to do special jobs to help my school.----------	SD	D	U	A	SA
23. My salary is reasonable for the amount of work I do.------	SD	D	U	A	SA
24. I set tougher standards for myself than my principal sets for me.----------	SD	D	U	A	SA
25. My co-workers think I am a good teacher.----------	SD	D	U	A	SA
26. Participating in opportunities for professional growth is important to me.----------	SD	D	U	A	SA

27. My peers cooperate in sharing materials.----------	SD	D	U	A	SA
28. My job as a teacher requires too much of my time after the close of the regular school day.----------	SD	D	U	A	SA
29. Teaching is a secure profession.----------	SD	D	U	A	SA
30. Supervising extracurricular activities is a reasonable expectation of teachers.----------	SD	D	U	A	SA
31. My attitude toward work is to work only as hard as I have to.----------	SD	D	U	A	SA
32. Teaching is usually challenging.----------	SD	D	U	A	SA
33. I can be depended upon to do a good job teaching.--------	SD	D	U	A	SA
34. I would like my students to learn more.----------	SD	D	U	A	SA
35. My students think I am a good teacher.----------	SD	D	U	A	SA
36. The policies of my school system allow me to do my job effectively.----------	SD	D	U	A	SA
37. My peers respect my work.----------	SD	D	U	A	SA
38. Being a teacher brings me respect in my community.---	SD	D	U	A	SA
39. Teachers have good working conditions. ----------	SD	D	U	A	SA
40. I am satisfied with my salary.----------	SD	D	U	A	SA
41. Wasting time at work makes me feel uncomfortable.----	SD	D	U	A	SA
42. I like to supervise extracurricular activities.---------- -	SD	D	U	A	SA
43. I plan to stay in teaching.----------	SD	D	U	A	SA
44. My students' parents think I am a good teacher.----------	SD	D	U	A	SA
45. A career teacher schedule is the best way to provide career advancement opportunities for teachers.----------	SD	D	U	A	SA
46. My peers and I have open channels of communication.--	SD	D	U	A	SA
47. I want my principal to tell me when I need to improve my performance.----------	SD	D	U	A	SA
48. I like to spend a lot of energy to make my classes interesting.----------	SD	D	U	A	SA
49. My principal and I have open channels of communication.----------	SD	D	U	A	SA
50. Teaching is an important job.----------	SD	D	U	A	SA

51. It is important to me to have others recognize the good job I do. ---- ----------SD D U A SA

52. I am personally responsible for part of the education of every student I teach. ----------SD D U A SA

53. The principals I have worked for dealt fairly with teachers. ----------SD D U A SA

54. Positive aspects about teaching outweigh the negative aspects.----------SD D U A SA

55. My principal values my educational opinion.----------SD D U A SA