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Concordia University–Portland

College of Education

Doctor of Education Program

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The Difference Between Teacher Candidates' and Veteran Teachers' Perceptions of Motivation

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Concordia University–Portland

College of Education

Dissertation submitted to the Faculty of the College of Education

in partial fulfillment of the requirements for the degree of

Doctor of Education in Higher Education

John Mendes, Ph.D., Faculty Chair Dissertation Committee

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2018

## **Abstract**

In this study, motivational levels and self-efficacy of educators are assessed as a case study.

Twenty-two participants were divided into three subgroups engaged in the study. The subgroups included a group of teacher candidates who had recently declared their majors, a group of teacher candidates who had completed all of their coursework, and a group of veteran teachers who had completed a formal teacher education evaluation system. An academic motivational scale was administered to determine if the participants are extrinsically or intrinsically motivated to be an educator. In addition, a teacher self-efficacy scale was administered to distinguish the self-efficacy beliefs and identify their strength in either student engagement, instructional strategies, or classroom management. Open-ended interviews were the primary data collection tool used to gain in-depth information on the environmental factors that the participants have in common.

The key findings from this research imply that teacher candidates and veteran teachers are more extrinsically motivated than they are intrinsically motivated. The results indicate that the teacher candidates have an equal confidence in their student engagement, instructional strategy, and classroom management abilities, whereas veteran teachers are more confident in their student engagement abilities. The themes that all of the participants had in common are: connection with the students, socioeconomic status having no economic bearing, innate satisfaction, experiencing being burnt out, job security, family influence, and prior teaching experiences that contributed to their decision to enter the field of education.

*Keywords:* motivation, self-efficacy, environmental factors

## **Dedication**

This doctoral degree is dedicated to every individual who has ever doubted themselves, felt that they are not worthy, not capable, not good enough, not smart enough, was told that they could not accomplish something that they desired, or had a lack of the needed support. I too understand these battles because this was me and I have overcome every one of those obstacles. I believe and know that you can too, if you put your mind to it and have faith.

## **Acknowledgments**

There are so many people that have contributed to the continued motivation and success of the completion of this dissertation, but all honor must first go to God. There were many days when I felt defeated, discouraged, and unmotivated. So, I prayed and asked for strength to keep going even when I did not feel as though I could or wanted to. To anyone who is reading, always remember that you can do anything through Jesus Christ who strengthens you.

John Mendes, my mentor, has been such a blessing and an asset throughout this dissertation process. He has been there to provide his expertise and advice every step of the way. He never complained and was always readily available to help. In addition, he remained flexible and was willing to accommodate and compromise my ever-changing busy and hectic schedule. Whenever, I had a question or was uncertain about any component, he provided a plethora of resources to aid in the decision and revision process. I sincerely thank you from the bottom of my heart for making this journey both memorable and less daunting.

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## **Chapter 1: Introduction**

### **Introduction**

Many people affirm that they have had a teacher who made everything make sense. Those teachers established this by dedicating time to reach their student at their level in the most efficient way possible. When that person broke things down, all the pieces seemed to come together. There was a special connection to the content and the purpose for learning and mastering the subject matter. For some this was a grade school teacher, and for others it may have been a college level teacher. No matter when and where, that person made a lasting impression. Despite their impact, there are not enough teachers who remain in the field of education to continue to make these memorable impressions among children all over the world (Askoy, 2016).

This shortage of teachers in the field of education sparked the researcher's curiosity of the factors that motivate those same individuals to enter the field (Askoy, 2016). Could these very factors serve as a motivational tool to keep them in the field? What would it take to not only attract individuals into the field, but encourage them to continue in the educational race to change lives worldwide? There is not only a deficit in the number of teachers who are making their mark, but a deficit in the strategies and incentives to prevent teachers from leaving the profession to pursue other careers (Askoy, 2016).

Finding motivational and environmental factors of current educators should be of high priority to educators, administrators, stakeholders, and parents because the quality and quantity of educators affect everyone. When there is a shortage of educators, there are many effects on education, including, but not limited to an increase in the class sizes, which can have a major impact on the students. Many of these effects are negative and can vastly affect the quality of the educational experience that each student receives. Educators play a vital role in preparing of the

future leaders of tomorrow, so it is pertinent that there are effective strategies in place to make sure that educators not only enter the field, but remain in the field. Educators are more likely to remain in the field if their intrinsic and extrinsic needs are met (Bruinsma, 2016). However, this cannot happen without the proper research to identify these needs.

This dissertation is divided into five chapters. The introduction to the overall study is presented in Chapter 1. Included within the introduction are the following components: problem statement, nature of the study, research questions, research objectives, purpose of the study, conceptual framework, operational definitions, assumptions, limitations, scope and delimitations, significance of study, and summary.

Chapter 2 focuses on the conceptual theories and literature that is pertinent and related to motivation and teacher education. Motivation can be explored through the attachment theory. The attachment theory provided an explanation of what caused teachers to behave in the way that they did. Then, the self-determination theory helped to give an in-depth analysis of the personal characteristics of the teacher that played a significant value on the motivational level of the teacher. The self-determination theory helped to explain the intrinsic aspect, but the organismic integration theory helped to rationalize the extrinsic factors that contributed to motivational levels. The concept of self-efficacy derived after the individual has a set of beliefs for themselves and their capabilities. Metacognition aided in providing an understanding of how individuals rate their own cognitive abilities as it relates to teaching. The literature review first acknowledges the process of achievement motivation. Motivation is driven by a need and want to do well. When a teacher is motivated, they are led by their level of goal orientation. Goal orientation is demonstrated in their actions and their perception towards the field. From here, motivation drives and nurtures into either being primarily extrinsic or intrinsic. Extrinsic factors are more tangible,

while intrinsic are more innate (Bozpolat, 2016). The nature in which the educator is motivated also contributed to the amount of participative leadership they exhibited in their positions. This form of leadership is mostly associated with intrinsic motivation and the innate need to help others. The review of literature concludes with a discovery of self-directed learning. The need to help others also ties in with self-directed learning, which results in the quest for additional knowledge, resources, and goals to fulfill this need.

### **Background, Context, History, and Conceptual Framework for the Problem**

Motivation, intrinsic and extrinsic, attracts potential educators from all over the world into the field of education (Bruinsma, 2016). It drove them to complete a teacher education program at a college or university of their choice. For some, their motivational levels may change or have an equal weight, which keeps them in the field. Unfortunately, for others it is the very reason why they leave the field altogether. It is imperative to determine which motivational factor is more impactful to the way a teacher feels about the field of education, which in turn can be used as a mechanism for change within the field of education.

In a previous study, intrinsic motivation has superseded extrinsic motivation as it relates to teachers and their rationale for becoming an educator (Bruinsma, 2016). This study sought to explore motivation as it related to teacher candidates and veteran teachers. It also sought to identify potential environmental factors that the educators may have faced or are currently facing to determine if it has any relationship to their motivational levels. In comparison to a previous study conducted by Celikoz (2009), the objective was to identify motivational and environmental factors that are essential to keeping teachers in the field of education. The data from the study can aid in bridging the gap between unmotivated and motivated teachers.

The conceptual framework is based on the theories that motivation is grounded on. Motivation can originate in different ways and show itself in two primary forms. One of the manifestations of motivation originates with the attachment theory (Riley, 2013). This theory focused on the things that a teacher likes and believes in. The individual things that a teacher is attached to are the things that drive their motivation when it comes to teaching. Motivation is also a derivative of the self-determination theory (Askoy, 2016). In this theory, a person is driven by their own needs, which is driven by social and psychological factors. When motivation is centered on academic achievement, then it is based on the elements of the organismic integration theory (Wang et al., 2017). Beliefs and core values also play into the motivational levels of an individual. When this is the case, they are being led by self-efficacy (Decker, Kunter, & Voss, 2015).

### **Statement of the Problem**

There are many teachers who become unmotivated as they continue in their teaching career (Bruinsma, 2010). Consequently, some teachers leave the field entirely or they are not as effective as possible (Bruinsma, 2010). To keep teachers in the field of education, it is important to find out what motivates them to teach and remain in the field of education.

### **Purpose of the Study**

The purpose of the study was to explore extrinsic and intrinsic motivation as it relates to teacher candidates and veteran teachers. A descriptive case study design was utilized to determine if the teachers are more intrinsically or extrinsically motivated. An analysis of the data revealed potential environmental factors that impact the motivational factors of teachers.

### **Research Questions**

1. How do teacher candidates' perceptions of motivation differ from veteran teachers?

2. What are the external environmental factors that contribute to the future teacher's level of engagement and motivation?

### **Rationale, Relevance, and Significance of the Study**

Determining the motivational factors and levels of teachers is significant to continuing to motivate people to remain in the field and lessen the number of teachers who leave. Currently, there are many teachers all over the world who have a positive attitude and perception towards teaching, and others who have a negative attitude and perception towards teaching (Askoy, 2016). It is not uncommon for those with the negative connotation to leave the field of education with no intent to ever return (Askoy, 2016). The information will link prior research to the current gaps in the motivational factors that pique the interest of teachers. These factors can be used to consistently meet the needs and interests of the teachers, which will in turn help them to remain in the field versus leaving.

### **Definition of Terms**

**Motivation.** The sum of efforts that guides the behaviors of a person to meet an objective (Bozpolat, 2016).

**Intrinsic motivation.** When an individual is inspired internally without being influenced by an external factor (Bozpolat, 2016).

**Extrinsic motivation.** To use a behavior as a mechanism to obtain a goal or objective (Bozpolat, 2016).

**Self-determination.** The inner drive of an individual which is driven by a motivational apparatus and a cognitive developmental disposition (Randelovic & Todorovic, 2015)

**Attachment theory.** The motivation that guides the behaviors of the person (Riley, 2013)

**Self-efficacy.** The way a person feels about themselves has the power to influence feelings, thinking, motivation, and behaviors (Wijnveen, Stes, & Petegem, 2014)

**Organismic integration theory (OIT).** A theory that proposes that there are various forms of extrinsic motivation that are correlated with academic self-regulation (Raufelder, Scherber, & Wood, 2016).

**Citizenship behavior.** The way a teacher exhibits support for interpersonal behavior, team spirit, use of innovation, and compliance with the needs of the organization (Christophersen, Elstad, Solhang, & Turmo, 2015).

**Goal orientation.** Desire to develop or demonstrate competence at a task (Kucsera, Roberts, Walls, & Svinicki, 2011, p. 597)

**Participatory leadership.** When there is a shared influence when it comes to deciding between superior and subordinate hierarchy (Sagnak, 2016)

**Self-directed learning.** When a person starts their learning by reaching out to other people for help along with developing their own set of goals, finding their own resources to acquire knowledge, and apply what they have learned to various situations (Dagal & Bayindir, 2016).

### **Assumptions, Delimitations, and Limitations**

Assumptions in research are vital to the understanding of the theories and studies that are being conducted and they validate the findings along with considering all possible outcomes (Shugan, 2007). It is assumed that the participants will answer candidly and truthfully to the survey and interview questions. To support participant's truthfulness in providing information, the researcher ensured confidentiality, which was maintained through a coding system. In addition, the results of the study remained locked and in a safe place to protect the privacy of the

participants. The confidentiality of the participants was ensured throughout the entire process. It is also assumed that the selection process and eligibility criteria for participation ensured that each candidate has experienced similar experiences in relation to the targeted phenomenon. It was assumed that each chosen participant had a genuine interest in this study. Their participation aided in enhancing the current body of literature related to teacher motivation, engagement, and overall student growth and development.

This study was limited in determining all the possible reasons why teachers leave the field of education within the first three years of entering. This was a limitation because it prohibited the researcher or future researchers from potentially addressing these factors, which could serve as an additional tool to meet the motivational needs of the teachers. There is so much research that identifies the common factors that contribute to the demotivation that educators face. This includes the teachers who overcame demotivation and remained in the field of education. In addition, the willingness of the participants was also be a limitation. All participation in the study was voluntary and the day to day lives and schedules of the teacher candidates and veterans did not interfere with their contribution to the study. In addition, the failure to complete the necessary courses prior to the clinical experience changed some selected students from one group to another. For example, if the student did not enter the clinical experience then they would only qualify to be in the group with the teacher education students who have declared their majors. In addition, the timeframe for data collection limited the number of participating teacher candidates. The scheduled timeline for data collection was during the summer months, which is when most of the students are on break and are not on campus taking classes. Also, the interview aspect of the data collection process was limited when the students were not available for a face to face interview within the allotted time frame for completion.

The scope of this research project was to gather data from teacher candidates and teacher veterans. The data from both groups will allow the researcher to set a goal to determine if there are any similarities or differences in the way that they are motivated and the factors that contribute to them. The results yielded the motivational levels of each participant. However, time was a constraint for all the participants due to heavy schedules, professional and personal obligations. To prevent the limitation in demotivational factors, the interview addressed the environmental factors that lead to demotivation. A thorough research was conducted to address the commonalities. An additional question was asked to allow the interviewees the opportunity to mention anything that was not been mentioned that contributed to demotivation in their opinion. To gain the full participation of all the selected individuals in each group, the scales and interview process was presented immediately within the data collection time frame. Then, a follow up was put in place each week during the collection period until the scales and interviews were completed by each participant. There was also extended hours and 7-day availability for interviews to accommodate the various schedules and personal obligations of each participant. To mitigate possible conflicts with face to face interviews, options for Facetime or Skype interviews were provided.

### **Chapter Summary**

There are many factors that are essential to the motivational levels of teacher candidates and veteran candidates. Much of this has to do with their core values, beliefs, and many environmental factors that influence teacher candidates to be either intrinsically or extrinsically motivated to enter and continue in the field of education. The reasons and rationale behind the decision to enter the field will can be utilized as a methodology to solicit more teachers into the field while simultaneously keeping current teachers in the field.

## **Chapter 2: Literature Review**

### **Introduction**

Teachers play one of the most important roles in society. There are teachers at every level of education to make sure that children and adults are properly trained and knowledgeable in multiple subjects (Decker et al., 2015). They prepare them for life by teaching the fundamentals for being successful and productive. Despite the influence and impact that they have, there are many teachers who lose their motivation to continue teaching in their chosen content areas (Abdulcadar & Anthony, 2014). There is a strong need to determine what motivates a person to enter the field of education (Bozpolat, 2016). By doing so, the field of education will be able to use these motivational factors as a mechanism to keep teachers motivated to remain within the field. This chapter will highlight and address the contributing factors to the intrinsic and extrinsic motivations that allow individuals to become teachers.

The following topics are presented in the literature review: achievement motivation, motivation, intrinsic motivation, extrinsic motivation, and self-directed learning. Each of these topics are directly related and correlated with how motivation is assessed and acquired. In the next chapter, the methodologies and findings are analyzed and critiqued. The studies presented in this chapter will be used as a guide for acquiring data needed to assess the motivational levels of teacher candidates. In Chapter 4, the findings are addressed. The findings from the study can be added to the current research on teacher motivational levels. It also presented any current or future limitations that may exist within the motivational levels of teachers. Chapter 5 is an analysis and summary of the findings presented in the previous chapter. The research will also allow the researcher and future researchers to determine additional ways to further close the gap on what motivates and demotivates teachers.

## **Conceptual Framework**

**Attachment theory.** The attachment theory gives a rationale for why people behave in the way that they do (Riley, 2013). It provides an explanation that gives meaning to the guiding principles behind human behavior. A major component of the attachment theory is the emotional experiences that a teacher undergoes. It also provides a rationale for why a person is motivated to do the things that they do, which includes choosing a profession or career. In the attachment theory, it is suggested that motivation guides a person's behavior (Riley, 2013). It can also be determined that it distinguishes why a person interacts with others in one manner or another. Attachment is viewed in two stages, one in childhood and the other in adulthood. Attachment as a child is formed through the relationships that are developed with different people whereas attachment in adulthood is centered on the situations that a person goes through. No matter when it occurs, an attachment is a strong connection that an individual shares with another person (Riley, 2013).

The attachment theory is closely aligned with the motivational levels of teachers, because it explains why some teachers are connected to the profession through the relationships that they acquire in their role (Askoy, 2016). Teachers interact with students daily for a duration of at least a semester all the way up to one academic school year. Throughout this time, they create an attachment to the students and vice versa. Ultimately, this fulfills their need to build and create meaningful interpersonal relationships. This is still evident even though teachers have different students per year or per semester. The cycle of creating an attachment begins again as the teachers and the students' simultaneously get to know each other. Meanwhile, the students will continue to remember the attachment that they have had to these teachers as they encounter other teachers and reflect on experiences and materials that remind them of the interaction.

**Self-determination theory.** Self-determination theory focuses on motivation, personality development and how it affects the overall well-being of an individual (Askoy, 2016). A person is self-determined when they are able to understand the cultural effects of their behavior on themselves and the people around them. Self-determination is based on the inner drive of an individual, which is driven by a motivational apparatus and a cognitive developmental disposition (Randelovic & Todorovic, 2015). The self-determination theory explains the connection and influence between the levels of motivation that a teacher has on a student. The primary goal of the self-determination theory is to identify variables that can be factored into motivation, which includes but is not limited to: psychological needs, social factors, and even dependence (Cutre & Sicillia, 2012). This is because the teachers serve as a form of influence. When teachers provide positive feedback to their students, they are intrinsically motivating them and reducing the intrinsic motivation when they offer negative feedback (Raufelder et al., 2016). Self-determination has also been linked to the work effort of an individual. Individuals who are intrinsically motivated complete tasks on their own merit or because of the enjoyment that is received from the task, whereas extrinsically motivated individuals' complete tasks to obtain or avoid a consequence from not completing the task (Dysvik & Kuvaas, 2013).

The self-determination theory can be categorized into three areas. It is driven by autonomy, competence, and relatedness (Tekin, 2015). Simply stated, this means that an individual is determined to act based on their moral compass, their abilities, and the level in which they are connected to someone or something. These three needs are met when the individual feels motivated. Self-determination is highly correlated with the motivational values of a teacher, because it is what drives them to continue even when there are challenges. The innate need that the self-determination theory provides allows the teachers to see a greater need

that is bigger than just their own desires, but for the greater good of the students that they encounter.

Self-determination is a factor of motivation, because it focuses on the behaviors of the person and evaluates the social and cultural conditions that are a prerequisite for it (Aksoy, 2016). It allows the individual to see how they are driven and how they evolve because of it. In addition, self-determination theory allows the individual to fulfill a need for competence that is essential to intrinsic motivation, thus allowing them to have a favorable outlook on the task at hand (Pulfrey, 2013).

**Organismic integration theory.** From the self-determination theory, another emerges. This theory is known as the organismic integration theory (OIT), which is a theory that proposes that there are various forms of extrinsic motivation that are correlated with academic self-regulation (Raufelder et al., 2016). This theory has broken extrinsic motivation down into four separate entities. Extrinsic motivation can be identified in either of the following forms: externally regulated behavior, introjected regulation of behavior, regular through identification, and integrated regulation (Raufelder et al., 2016). In addition, these forms of extrinsic motivation have a high correlation with intrinsic motivation.

The organismic integration theory is correlated with the teachers who are primarily extrinsically motivated and those that are motivated both intrinsically and extrinsically. This is because these teachers need an external reward to qualify the role of a teacher as one that is rewarding to them. Once these factors are present, they are extrinsically motivated to continue in their roles. In addition, this theory extends to the students that are being taught as well. It has been determined that teachers play a fundamental part on student motivations, their learning processes, peer relationships between students, their class environments, and the influences of

the parents (Raufelder et al., 2016). As teachers become more aware of this level of influence that they have, then they can make the greatest impact. They do this by providing adequate amounts of positive feedback, which will in return enhance the intrinsic motivational level of the student (Raufelder et al., 2016). In the same respect, any forms of negative feedback will have the opposite effects on the students. When the feedback is internalized, it can be motivating to any individual. This is because they can take the same thing that motivated them and create their own personal values (Raufelder et al., 2016). So, it is safe to say that the motivation of one can influence and help to transform another individual.

### **Review of Research Literature and Methodological Literature**

A thorough understanding of motivation requires an analysis of the theories and concepts that are embedded within the entities of motivation. Motivation can be a broad concept that embodies many facets. An analysis of the research literature will help to uncover the many realms of motivation and how diverse it can be. The research literature will carefully define and dissect topics that are closely aligned with motivation: self-efficacy, metacognition, achievement motivation, motivation, intrinsic motivation, extrinsic motivation, participative leadership, and self-directed learning.

**Self-efficacy.** In order to fully understand motivation, a knowledge of self-efficacy is necessary. Self-efficacy is centered on performance and personal beliefs. Personal beliefs can serve as a guiding factor in how motivated an individual is. The concept of self-efficacy was first introduced by Albert Bandura in 1994 when he proposed that the way a person feels about themselves has the power to influence feelings, thinking, motivation, and behaviors (as cited in Wijnveen et al., 2014). The way a person feels about themselves and their abilities will also influence their level of motivation. This is where self-efficacy comes into play. Self-efficacy is

when an individual has certain beliefs regarding their level of capabilities to get an action achieved (Klasser et al., 2012). Self-efficacy is a major factor in the way something turns out. In previous studies, it was determined that when there was a high level of self-efficacy, the next course of action when faced with adversity was to utilize conflict resolution whereas an individual with low self-efficacy will play the mediator role (Klasser et al., 2012). The motivations of teachers can be placed into one group.

Wijnveen et al. (2014) conducted where teachers were asked to participate in a motivation questionnaire. The results of this study indicated that teachers were highly motivated because they had high levels of personal effectiveness, interest, and effort (Wijnveen et al., 2014). In addition, the teachers felt confident in their abilities to fulfill their obligations as teachers. This is also evident in their level of commitment. There is substantive power in the level of self-efficacy that a person has because it has influence on the following: their feelings, how they think, the ability to motivate themselves, and the behaviors that they exhibit (Senler, 2016). This is especially important when it comes to teaching because the level of self-efficacy that a teacher exhibits has influence on the students that they teach. Self-efficacy has been aligned with teacher performance and behavior (Senler, 2016). The behaviors of a teachers can tell a lot about how they feel about themselves. Individuals that have a high level of self-efficacy work harder than those who have a lower sense of self efficacy (Decker et al., 2015). This also has an influence on their level of patience, tolerance, and commitment to both teaching and the students.

Citizenship behavior is identified in the way a teacher exhibits support for interpersonal behavior, team spirit, use of innovation, and compliance with the needs of the organization (Christophersen et al., 2015). Teachers feel a sense of respect in their roles as educators, which in

turn motivates them to continue in this role. The more successful the teacher feels, the more their level of self-efficacy is enhanced (Christophersen et al., 2015). The more effort that is exhibited reflects the level of self-efficacy of the teacher.

Self-efficacy and motivation go hand in hand because a teacher cannot be motivated if they do not have a clear understanding of themselves. This understanding sets the parameters for what is important to them. This is where the notion for external and internal rewards will come into play. If a teacher does not prioritize with external rewards, there is a high possibility that they will not be extrinsically motivated. If a teacher thrives on the things that make them feel good internally, then there is a high possibility that they will be more intrinsically motivated.

**Metacognition.** Motivation is required to accomplish a task. It is not uncommon for an individual to lack motivation when they do not have an understanding of how to accomplish the task. The knowledge that an individual has directly plays a domino effect on the way that they are motivated. Therefore, it is necessary to understand metacognition and how it is a prerequisite for motivation. John Flavell (1979) introduced the concept of metacognition in the 1970s to explain how an individual controls their level of cognition (Dagal & Bayindir, 2016). Cognition is the way that a person thinks about a concept or topic. Metacognition can be viewed as either individual knowledge of cognition or metacognitive skills (Dagal & Bayindir, 2016). Cognitive awareness is when an individual knows how they process information and the activities that are related to it.

Cognitive skills are the ways that a person organizes and controls their levels of processing and interacting (Dagal & Bayindir, 2016). For many, this is where planning comes into play. Metacognition is developed and learned through many different facets. For some, they are learned from their parents or guardians. For others, it is developed from the interaction with

peers or even possibly through authoritative relationships (Dagal & Bayindir, 2016).

Metacognition requires an awareness of a person and their thinking process and the way that they control each of them (Dagal & Bayindir, 2016). When they are in control, they are also aware of things that they are knowledgeable in and the things that they can improve in. Metacognition incorporates several entities that serve as a basis for motivation.

The multiple entities of metacognition are: planning, information management, contracting strategies, monitoring, debugging, and evaluating (Dagal & Bayindir, 2016).

Metacognition is a prerequisite for motivation. This is because it sets the tone for what is important to the individual. Only the things that are of high importance to the individual will likely motivate the individual.

**Achievement motivation.** Metacognition can serve as a foundation for developing the motivation to achieve a desired goal. People vary by interests, desires, and goals, but the very thing that they have in common is the desire to be successful. Achievement motivation is driven by a need and desire to be successful (Yaman, Dundar, & Ayvaz, 2015). In the same way that students want to acquire success, teachers want to be just as successful in their roles as teachers. This drive creates their motivation to be the best teacher that they can be. Success is dependent upon a series of strategies that are put into place. The strategies that achievement motivation thrives on is: being results-oriented, achieving standards, taking risks, setting challenges, always looking for information, and looking for new ways to improve performance (Yaman et al., 2015, p. 127). Yaman et al. (2015) studied achievement motivation by surveying 114 teacher candidates in the field of mathematics. Quantitative methods were used to determine if there is a significant difference between achievement motivations of primary mathematics teachers as it relates to gender, grade level, cognitive styles, and motivational styles. The results from this

study indicate that there were no statistical differences in terms of gender and cognitive styles, but there is a difference in terms of grade level (Yaman et al., 2015). Achievement motivation is positively linked to other factors correlated with motivation. Achievement motivation also leads to positive teacher retention and job satisfaction (Rice, LaVergne, & Gartin, 2011). Achievement motivation and the expectancy value theory go hand in hand. It was first assessed in mathematics, but since then it has expanded. This theory is centered on goals and self-schema (Wigfield & Eccles, 2000).

They are tied together to make sure that achievement is fulfilled. The theory expounds on the ability, beliefs, expectancy, and interest items that are related to the success and outcomes of the students (Wigfield & Eccles, 2000). All these elements are based on the present and the future of the student. The predicted expectancies are deemed to be predictive of the outcomes that will come because of the theory (Wigfield & Eccles, 2000). In terms of achievement, this is where intrinsic values and motivation comes into play. Achievement is intrinsically motivated because the individual is driven by the need to feel the enjoyment that they feel when they are accomplishing a task (Wigfield & Eccles, 2000).

**Citizenship behavior.** The self-efficacy levels of an individual are exhibited in their behaviors. One of these primary behaviors is categorized as citizenship behavior. In the case of teachers, this is most often demonstrated in various situations where they interact with the students. Citizenship behavior is described as the following acts: support for interpersonal behavior, team spirit, innovation, and compliance with organizational needs (Christophersen et al., 2015). These behaviors are especially important once the teacher candidates enter the teacher education preparation program and should be strengthened as they progress into their careers. In addition to self-improvement, citizenship behavior also has a positive effect on collaboration

among students, colleagues, and parents (Christophersen et al., 2015). Consequently, the teachers are engaging in larger goals than just the academic goals that are outlined within the classroom. Based on a study of citizenship behavior among preservice teachers, the results indicated that these behaviors originate from the need to be respected by others, be identified as a skilled person, and to be valued by society (Christophersen et al., 2015).

**Environmental factors.** There are many environmental factors that contribute to the motivational levels of any individual. One of the most reputable factors is the sociocultural status of the individual and those around them. This is especially true for individuals who make the decision to become an educator in other countries. In countries such as France, Australia, Belgium, Canada, the United Kingdom, and other locations, the primary reason was based on the enjoyment that they achieved while working with the children, while simultaneously contributing socially (Thomson, Turner, & Nietfeld, 2012). In the same regard, there are a lot of teachers who embark in the field with the objective of giving back to the students within the Title 1 districts.

Title 1 schools are schools that are a part of the Elementary and Secondary Education Act that provides financial assistance to schools that have high levels of children who are from low income families. They set a goal to make sure that they secure employment within these school settings. Often, this is because these are the students who need the most help academically. Not to mention, there are extrinsic benefits that come along with working in a Title I school for an allotted amount of time. It is not uncommon for teachers who work within a Title I school to receive student loan forgiveness for a certain portion of their student loan debt. Sociocultural status is very much related to socioeconomic status, which is also another environmental factor that influences motivational levels. According to Dunbar (2014), many of the teacher candidates are from middle or low socioeconomic statuses (p. 460). There is also more research that is

highly correlated with the relationship between teacher candidates that fit within these socioeconomic categories. When compared to the teacher candidates that have lower socioeconomic statuses, research shows that these individuals tend to display more positive attitudes towards the profession than those who have higher socioeconomic statuses (Dunbar, 2014).

Job satisfaction is another environmental factor that greatly influences the motivational levels, dedication, and commitment of any educator. It was also determined that teachers who feel more satisfied with their careers as an educator are more committed to their careers (Dunbar, 2014). Consequently, they will be more likely to do more to ensure the success of the students. This is because they feel that the effort is worth it and do not mind doing a little more to see that the needs of the students are met. This is also having the reciprocal effect when there is a negative correlation with the level of satisfaction that the teacher has for the occupation. Therefore, they will not feel enthused to put forth more effort into a career that they are not completely fulfilled with. There are educators who feel dissatisfied with their choice of career, because they are experiencing burnout. Burnout can begin as early as college and can extend into the actual profession (Dunbar, 2014). In a study that evaluated 171 teacher candidates, the results indicated that the candidates that have high ability levels experience low levels of burnout in comparison to individuals with high levels of fallback career, which results in high levels of burnout (Dundar, 2014). This indicates that extrinsic motivational levels are more positively correlated with higher levels of burnout.

In addition to job satisfaction and sociocultural factors, there are many other environmental factors that are also influential to an educator choosing to enter the field of education. These factors include, but are limited to: ability, intrinsic career value, fallback career,

job security, time for family, job transferability, shaping the future of children or adolescents, enhancing social equity, prior teaching experiences, prior learning experiences, and social influences (Dundar, 2014). Many of these elements are identified on the FIT choice scale.

Gender is another environmental factor that plays a part in an educator choosing to enter the field of education. When it comes to males, they tend to place a greater value on the extrinsic values that teaching offers (Struyven, Jacobs, & Dochy, 2013).

Some of these extrinsic factors are the salary, holidays, and the various opportunities for promotion. On the contrary, women are guided and persuaded by more intrinsic factors. Females have attributed their decision to enter the field of education to their innate love for children and the desire to teach (Struyven et al., 2013). Age can also serve as an environmental factor for teacher candidates as well as veteran teachers. Research has shown that teacher candidates that are under the age of 25 years old are more likely to be attracted to the profession because of their love for children (Struyven et al., 2013). This is contrary to teacher candidates that are over the age of 25, because they are more drawn to the conditions of the employment. The conditions of employment include the salary, holidays off, and the other extrinsic benefits. Once the teacher candidates enter the field of education, they will be required to participate in and successfully pass a formal teacher education preparation program. The teacher education preparation program can be a fundamental environmental factor for each teacher candidate. This is because every teacher education preparation program has its similarities and differences. One common similarity among each teacher education preparation program is their clinical experiences. Clinical experiences have been deemed as being among the top of the influential factors when it comes to the success and outcome of the teacher candidate (Henning, Gut, & Beam, 2015).

**Goal orientation.** Goal orientation is more than just the goals that a teacher has in mind for their students. It also encompasses the attitude and perception that the teacher has towards teaching in general. A more in-depth analysis of it includes the patterns of behaviors that the teachers exhibit while pursuing their roles. All in all, it is their “desire to develop or demonstrate competence at a task” (Kucsera et al., 2011, p. 597).

Every teacher develops their own personal goals towards teaching long before they become a teacher. Goal orientation is mostly attributed to psychology. It is correlated to education because it determines the competence or learning. The theory was first presented by Elliott and Harackiewicz (1996) and was based on the three entities: learning, proving, and avoiding. Each orientation describes the goals of an individual from a more in-depth perspective. In the learning orientation, the individual seeks mastery through the acquisition of additional skills. In the performance orientation, the individual proves their competence through their actions. The avoiding orientation is when an individual makes sure that they avoid judgments that will show any form of incompetence (as cited in Kucsera et al., 2011, p. 598).

Goal orientation and motivational levels are connected because they both are dependent upon the factors that draw the teachers to the field initially. When an individual set a goal, this appeals to their competencies and the learning goals that are associated with each goal. The higher the learning goal is for the individual, the higher their chances of facilitating their intrinsic experience (Spinath & Steinmayer, 2012). This was proven through researched carried out with a group of 11th grade students in Germany for a year. Their levels of goal orientations were measured using the German Scales for the Assessment of Learning and Performance Goals. The results from the study indicate that there is a positive association between learning goals and intrinsic motivation. However, the same relationship was not determined for performance goals

and intrinsic motivation. Goal orientation serves as a predictor for intrinsic motivation when the student has a strong sense of performance goal orientation (Spinath & Steinmayer, 2012). The goal orientation of an educator can have a positive effect for the individual and the teacher since it has been proven to have a positive association with work performance. This is especially true for the individuals who are driven more by the learning and proving orientations, but not for the avoiding orientation (Kucsera et al., 2011).

When a teacher works harder and more effectively, the students are the direct beneficiaries of these efforts. It is safe to say that a teacher that is driven by the learning orientation will use the challenges and failures that their students face as motivation to improve their skills and knowledge as a teacher. In the same respect, teachers that are driven by the proving orientation will seek to show that they are an effective teacher through the performance of their students (Kucsera et al., 2011). This was proven with a study of 291 teacher candidate participants who had experiences of at least one semester of teaching experience. A goal orientation scale was used to measure the goal orientations of each participant. The collective results show that there is a positive relationship between learning teacher goal orientation and proving work goal orientation (Kucsera et al., 2011). Goal orientation has been linked to both extrinsic and intrinsic motivation. Goals that are based on intrinsically motivational levels include: community support, personal growth, and close relationships.

Goals that are extrinsically motivated include: gaining wealth and improving the reputation of an individual (Askoy, 2016). Goal orientation has been measured through use of an expert panel and scale. The expert panel consisted of doctoral students and a faculty member who assessed the goal orientation of 186 students at a university who held some teaching experience (Kucsera et al., 2011). The results show that the scale that was used is an effective

tool to measure goal orientation but could be more efficient with a little more work. Goal orientation has been proven to be a reliable connector among motivation through the level of self-determination a person has. It was determined that goal orientation has the same effect on motivation as motivation has on the goals itself. Intrinsic motivation was also proven to be linked to goal orientation in a positive way. Consequently, the goals of an individual have been shown to be mirror like to the intrinsic motivations of the individual. In addition, goal orientations can be positively correlated with the expected behaviors and performances of an individual. In summary, goal orientation serves as one of the directional guides for the inner drive of an individual (Cerasoli & Ford, 2013).

**Motivation.** All people are motivated to act and behave in ways that are both positive and negative. Behind every action form of motivation, there are factors that contribute to it. To successfully identify the factors that lead to various forms of motivation, it is essential to understand what motivation is along with the benefits of it. Motivation has been correlated to many things including achievement, learning, quality, and performance. Motivation is referred to as the sum of efforts that guides the behaviors of a person to meet an objective (Bozpolat, 2016). The factors that influence the motivation of an individual will also be useful in the way that they cope with various situations and circumstances. When a person is motivated, then they are moved to do something (Hung et al., 2011). In the case of teachers, they are moved to teach for one reason or another. Motivation can be measured both intrinsically and extrinsically. Research has shown that intrinsic motivation serves as a stronger motivator than extrinsic motivation (Bozpolat, 2016). Stronger levels of motivation have proven to have positive benefits. Some of these benefits include a higher probability to realize objectives along with a stronger interest and desire for them (Bozpolat, 2016). Every individual can be motivated both intrinsically and

extrinsically, but the levels will vary. The goal of motivation is to encourage or motivate someone to want to do something and remain constant with it. Research has shown that females are more intrinsically motivated, and males are more extrinsically motivated (Raufelder et al., 2016). Another dynamic that may influence how a person is motivated is age. In a previous study, it was determined that student teachers under the age of 25 were more intrinsically motivated whereas those that were over the age of 25 were more extrinsically motivated. This study revealed that when teachers get more into their careers, financial stability becomes more of a factor. Consequently, many stay within the profession because of the time that they have put in and not wanting to switch careers (Struyven et al., 2013).

It is not uncommon for people to be motivated by different factors that are both intrinsic and extrinsic. Motivation has an influence on the behaviors, particularly voluntary, that directs the individual (Acat & Dereli, 2012). When it comes to teaching, learning and motivation go hand in hand. This is because teachers must be motivated to teach. They also must be motivated to learn how they can reach all their students and not just the majority. Learning can be interpreted as the direct result of an individual engaging in a task that they enjoyed (Spinath & Steinmayr, 2012). Motivation can be influenced by many different factors. These factors are divided into two main categories: intrinsic and extrinsic. Even though they are separate entities, they have an influence on each other (Robinson et al., 2012). Motivation has been assessed through the various reasons that educators have chosen to enter the field of education. A study conducted in 2015 evaluated the motivational levels of middle grade educators. The research for this study was conducted through a qualitative assessment that defined the role of motivation, the aspects of it, the obstacles that get in the way of motivation, the evidence of student motivation, and to understand the experiences that are correlated with motivation (Wall & Miller, 2015). In

this study, formal interviews, observations, post observations interviews, and informal conversations were used to assess motivation on various levels. The data collection period lasted for a couple of months. The end of the study showed that there were no clear patterns of teacher candidates' naïve theories of motivation, and further investigation was suggested for future researchers. Askoy (2016) conducted a quantitative study in which they assess the attitudes of the 225 teachers. In this study, they used a cross sectional approach where they utilized an Attitude Scale Towards the Profession of Teaching data collection tool to determine that teachers have a moderately positive attitude towards teachers. A variance was determined between the year of study among the participants and the departments in which the teachers taught (Askoy, 2016).

**Intrinsic motivation.** Intrinsic motivation is guided by the internal impulses of an individual. Internal motivation is when an individual is inspired internally without being influenced by an external factor (Bozpolat, 2016). This inner being allows the individual to desire more of what motivates them. These desires often come in the form of curiosity, interest, knowing, understanding, competence, and development. Ultimately, teachers who are intrinsically motivated gain pleasure from the work that they do (Bozpolat, 2016). Once this is acquired, the individual does not have a further desire to receive a tangible reward. Individuals that are intrinsically motivated have a natural inclination to teach and they may even think that the profession aligns well with their personality. Intrinsically motivated individuals are driven by their personal aspirations, goals, community contribution, and a needs satisfaction (Tekin, 2015). Intrinsic motivation varies a little when it comes to teachers. Teachers can fit within the following context of intrinsic motivation, which is a group of socio-cognitive constructs that are put together for a basis for functional behaviors in a school context (Bender et al., 2016). The

level of enthusiasm of the teacher greatly contributes to this. There have been studies that have shown that there are certain characteristics that can be attributed to people that are more intrinsically motivated. According to Dunbar (2014), individuals who are more intrinsically motivated tend to be more dominant. A major component that drives intrinsic motivation is the ability to internalize different forms of motivation. When internalization occurs, the individual can take the things that extrinsically motivate them and form personal behaviors and values that were influenced by someone else (Raufelder et al., 2016). Successful internalization requires a positive relationship with the person who is doing the influencing. One con to having too much intrinsic motivation is that they are more likely to experience more exhaustion than other candidates that enter the field (Dundar, 2014).

Some examples of intrinsic motivation are shown in the following ways: work, independency in work, responsibility, diversity, creativity, and various ways to use natural talents and skills (Acat & Dereli, 20112). Intrinsic motivation and teaching are highly correlated. There are teachers worldwide who are intrinsically motivated to enter and remain in the teaching profession. It has been reported that student teachers who are driven by intrinsic motivation, they tend to have higher levels of commitment and their intentions to teach are stronger (Struyven et al., 2013). Intrinsic motivation has been cited to be the most predominate reason why teachers enter the teaching profession. The more intrinsic motivation that a person has, the better they feel about themselves. This is where the self determination of a person begins (Spinath & Steinmayer, 2012).

**Extrinsic motivation.** Extrinsic motivation is fueled by the external factors around an individual. The individual seeks to gain something that will benefit them externally. The primary goal of extrinsic motivation is to use a behavior as a mechanism to obtain a goal or objective

(Bozpolat, 2016). Whether the goal is met will depend on what is gained or lost. These gains and losses can be identified as rewards and consequences. Through extrinsic motivation, the individual is motivated by the desire reward versus the end objective (Bozpolat, 2016). Some extrinsic forms of motivation that encourage teachers are: salary, benefits, potential promotions, and other opportunities. Acat and Dereli (2012) conducted a quantitative study where they assessed the motivations of preschool teaching students. The results from this study indicated that there is a high level of extrinsic motivation among these teachers. This was significant considering that the negative factors that affected the same teachers were very low. In addition, the way that the teachers made their decisions also weighed heavily on how extrinsically motivated the teachers were perceived (Acat & Dereli, 2012).

In conclusion, the preschool teachers exhibited a positive attitude for the field of education and their role in it. Extrinsic motivation was further assessed using the Motivation for Internationalizing Curriculum Scale (MCIS), which was formed by the motivational theory of Herzberg. The theory focuses on extrinsic in terms of hygiene and intrinsic in terms of motivators. The use of this tool proved that both motivational factors can be utilized to get a person to engage in an activity for either self-fulfillment or for external rewards or expectations. On one hand, if there are too many motivational factors, they can take away from the intrinsic motivations of the individual. The only way that extrinsic motivational factors can positively influence the intrinsic value of an individual is if it is correlated with the need for autonomy, competency, and relatedness (Francois, 2011).

**Participative leadership.** Participatory leadership is when there is a shared influence when it comes to deciding between superior and subordinate hierarchy (Sagnak, 2016). There is a position here to share the level of authority that is assumed between individuals. This form of

leadership allows an increase in the social capacity of the following: quality of decisions in schools, increasing the motivations of teachers, contributes to the overall quality of life, improves professional training, and influences the democratic school environment (Sagnak, 2016). When teachers engage in the participative form of leadership, their motivational levels increase. Participative leadership is also linked to self-efficacy, psychological ownership, sense of control, autonomy, and an increase in intrinsic motivation (Sagnak, 2016). The participative leadership style helps to explain how and why teachers are motivated to enter and even remain in the field of education. This is because it provides intrinsic rewards for the subordinates (Sagnak, 2016).

The subordinates in the field of teaching can be viewed as the students. The students get a sense of fulfillment as well as an increased level of self-efficacy in the process. Intrinsic motivation was measured in a study where the relational model was used on 850 teachers. The results from the study indicated that participative leadership has a significant relationship with intrinsic motivation. This is because it serves as a common denominator between participative leadership, intrinsic motivation, and organizational behavior. It also will help to make the schools more effective (Sagnak, 2016).

**Self-directed learning.** A part of learning is having the desire to want to acquire more knowledge. The desire to want to acquire more knowledge requires a person to indulge into self-directed learning. Self-directed learning is when a person starts their learning by reaching out to other people for help along with developing their own set of goals, finding their own resources to acquire knowledge, and apply what they have learned to various situations (Dagal & Bayindir, 2016). Self-directed learning is essential in all facets of life, including when a person is in school. This is where the motivational levels come into place because a person must be

motivated to want to engage in self-directed learning. Self-directed learning requires a lot from the individual. Decision making is important because they must determine how to use the resources that they find, analyze and evaluate the sources, and use them in a way that motivates them to want to continue learning (Dagal & Bayindir, 2016). All of this occurs in various stages, which requires the individual to take control of when and how these things occur. It is recommended that self-directed learning possess certain characteristics to ensure success. These characteristics are: an awareness of the learning need, readiness for learning, acquiring knowledge, managing the knowledge, and thinking and critical evaluating (Dagal & Bayindir, 2016). The success and level of achievement is highly correlated with the motivational level of the individual.

### **Review of the Methodological Issues**

After careful review of the various methodological issues, a mixed methods phenomenal study was used to assess the motivational levels of teachers. Two quantitative data collections tools was used to assess self-efficacy and motivational levels. Then, from there a qualitative interview was conducted. Many researchers have found strength in using the quantitative method to evaluate and score the motivational levels and factors of teacher candidates and current teachers. The surveys and questionnaires that have been used in the various methodologies includes the following: Aspirations Index, Ego Functioning Questionnaire, Teacher Sense of Efficacy Scale, Student Satisfaction Survey, Likert scale, Teacher Motivation Scale Survey, Attitude Toward Teaching Profession Scale, Attitude Scales Test, Metacognitive Awareness Inventory, Self-Directed Readiness Test, FIT Choice Scale, Academic Motivational Scale, and Reasons for Teaching Scale. The Aspiration Index and Ego Functioning Questionnaire was used to assess the different levels of motivation (Randelovic, & Todorovic, 2015).

In addition, there was historical research that was used. This approach was the only methodology that was used. The historical research approached was used as a mechanism to determine the various teachers' experiences and evaluate them in terms of positive and negative behaviors (Given, 2015). The Attitudes Scales test is another tool that used open ended questions. The Teachers Sense of Efficacy Scale and Student Satisfaction Survey was completed by the participants. The scores of the Teacher Motivation Scale and Attitude Toward Teaching Profession Scale Teacher Motivation Scale were converted into scores, which were equated into mean, standard deviation, and percentage (Bozpolat, 20116). It appears that most of these surveys and questionnaires were created by the researchers. Each tool was used to interpret if the teacher was more intrinsically or extrinsically motivated to teach. The scores from these assessments were used to determine a mean score for most of the studies. From there, the data was interpreted in a way that validates either the hypothesis or the null hypothesis.

The methodologies were limited in the number of qualitative data that they have acquired, which was presented as a weakness in the methodology. One of the primary forms of data collected was done using interviews and open-ended questions. The interviews and open-ended questions were centered on the individual and collective experiences of the teacher candidates along with their goals for the profession. Observation was also another primary qualitative tool that was used in many of the qualitative studies. In one qualitative study by Marteau and Promberger (2013), a conceptual analysis was used as a mechanism to determine how incentives varied in motivating teachers. Using this analysis, they could compare the definitions and the operationalization of the effect (Marteau & Promberger, 2013). Among the qualitative studies that were found, only one used videotaping as a data collecting tool. In this

study, they used the videos as an aid in determining how special education and reading education programs were similar (Lekko, 2008).

In some studies where mixed methods was used, the responses in the interviews and the open-ended questions were converted into a score that was used to determine motivational levels. There was one case that used a deviant case analysis to determine how motivational factors played a role in other countries (Wyatt, 2013).

### **Synthesis of Research Findings**

When it comes to teacher motivation, there are many similarities and duplications that can be found within the research. One of the most common findings among researchers is that there are teachers all over the world who are positively motivated that show positive behaviors. There are many factors that influence teachers to become positively motivated. One factor is self-orientation. A teacher's level of self-orientation will determine whether they are extrinsically or intrinsically motivated (Randelovic & Todorovic, 2015). Lower levels of self-orientation will result in negative behaviors being displayed.

Teachers with negative behaviors are linked with physical punishment, humiliation, and authoritative attitudes (Givens, 2015). Higher levels of self-orientation will result in positive behaviors being displayed. Teachers with positive behaviors are more motivated, self-confident, patient, and tolerant (Given, 2015). Another factor that is identifiable in the motivational level of a teacher is their self-esteem. High self-esteem was related to career related goals and the absence of differentiated goals (Hagger & Maimberg, 2011). In addition, the self-determination theory was consistent among the research findings. The self-determination theory and self-efficacy go hand in hand when it comes to motivation. When there are low levels of self-

efficacy, this produces negative outcomes. High levels of stress are related to negative professional outcomes including quitting intentions (Klaassen, Wilson, & Stu, 2012).

Overall, the syntheses of the findings from the intrinsic and extrinsic assessments indicate that there are more teachers that are intrinsically motivated than extrinsically motivated to enter and remain in the field of education. Intrinsic motivation is an important factor in learning, which helps to maintain efficiency of feedback over time (DePasque & Tricomi, 2015). More people are guided by their innate needs to succeed inside the classroom, but extrinsic rewards are also relevant because it drives a need for greater improvement from the management of the universities (Abdulcadar & Anthony, 2014). The intrinsic and extrinsic motivation of a teacher is further exemplified and built upon as they undergo their teacher education preparation programs. The most effective teacher education program will aid in building beginning teachers' self-perception, career performance, and long-term career decision making (Hong & Green, 2011). Teachers will feel more supported if they have guidance and instruction in professional development program that recognizes the role of mentoring to maximize learning, teacher preparation programs need to support teachers by providing professional development program that recognizes the role of mentoring (Henning et al., 2015).

### **Critique of Previous Research**

When it comes to the previous literature, one critique is to evaluate the effectiveness of the tools that are being used as a means to pinpoint specific intrinsic and extrinsic motivation. It would also be ideal to compare the motivational values of teachers with different levels of experience. In doing, so, the motivational values can be compared to participants within the other two groups. It would also determine any possible patterns or trends for when and how teachers are motivated. It could also identify when most teachers are leaving the educational field to

pursue other careers. Future implications would greatly benefit from knowing the timeline for intervention and prevention of demotivation among teachers and even teacher candidates.

## **Chapter 2 Summary**

In summary, teachers are motivated by several different factors. Motivation is a very broad entity that is aligned conceptually with the attachment theory, self-determination theory, the Organismic Integration Theory, metacognition, and self-efficacy. Attachment theory guides behaviors of an individual by determining how they act (Riley, 2013). Self-determination connects the work effort and the motivation of an individual. Organismic Integration Theory is focused on extrinsic motivation and its effect on academic self-regulation ((Raufelder et al., 2016). Self-efficacy comes into play because it is a display of how a person feels about themselves. Metacognition is how a person feels about a concept (Dagal & Bayindir, 2016). The Literature Review addresses the following forms of motivation: achievement, intrinsic, and extrinsic. Much of the surveys and questionnaires are independently made by the researcher. The synthesis of research findings shows that most teachers are intrinsically motivated to enter and remain in the field. The critique of research analyzes the validity of the evaluative tools for evaluating extrinsic and intrinsic form of motivation among teachers.

## **Chapter 3: Methodology**

### **Introduction**

Motivation can be a challenging concept to observe and evaluate, but it is not impossible. For the purposes of this research, a descriptive case study research design was used to gain a narrative understanding and explanation of the motivational levels of the teacher candidates. Descriptive data was also collected to provide additional understanding of the motivational levels and beliefs of the participants. The case study was used to explore if the teachers are intrinsically or extrinsically motivated to enter the field of education. Intrinsic and extrinsic motivation aligns with the conceptual framework because the components of the framework outline the factors that contribute to motivation. These factors include, but are not limited to attachment, self-determination, organismic integration theory, self-efficacy and metacognition. Each of these factors are stimulants to the inner being and consciousness of an individual. In return, they manifest through the actions of a person along with their behaviors. The study and its results will enable educators and administrators to utilize motivation in a way that recruits and keeps teachers in the teaching field. In addition, the tools will include an assessment of potential environmental factors that contribute to the motivational level of the students. Two research tools were employed for the study. Participants were also given the opportunity to engage in an interview where open ended questions were asked, and the participants were also able to complete two scales.

### **Research Questions**

1. How do teacher candidates' perceptions of motivation differ from veteran teachers?
2. What are the external environmental factors that contribute to the teacher's level of engagement and motivation?

## **Purpose and Design of the Study**

The purpose of this case study was to explore how teacher candidates' perceptions of motivation differ from veteran teachers. The researcher also wanted to understand if there are any environmental factors that contribute to the level of student engagement and motivation from teachers. Environmental factors contribute to the level of engagement and motivation that a teacher has because it weighs in on the intrinsic and extrinsic needs of the individual. In the study, a questionnaire and interviews were utilized to understand the motivational levels of teacher candidates and veteran teachers. The case study research design aided in understanding the environmental factors that have influenced veteran teachers to remain in the field of education. The study also hoped to discover patterns between the experiences and belief system of the individual teachers that have a direct effect on their motivational levels. It also explored whether there are any environmental factors that contribute to a teacher candidate's willingness to remain in the field of education. There are many teachers who enter the field, while simultaneously, there are teachers who leave the field abruptly (Lindqvist, Nordanger, & Carlsson, 2014). To understand what keeps teachers in the field, the qualitative design has been used frequently in research. Qualitative studies have been conducted using case studies, along with surveys and questionnaires to get an in depth understanding of the phenomenon.

Many of the research designs use questionnaires to assess the level of motivation in teacher candidates and participants. When a historical perspective has been used, the researchers were able to correlate the behaviors of the teachers with their levels of motivation (Givens, 2015). Qualitative research is also pertinent to this design because it allows the researcher to gather specific insights that quantitative data may not gather. For example, within a qualitative questioning or interview, the individual and collective goals of the teachers can be identified.

An example of this was conducted with the preservice teachers using a questionnaire (Hagger & Maimberg, 2011). Qualitative research also allows for the researcher to identify any challenges that the teachers face, both teacher candidates and veteran teachers. Teacher candidates includes anyone who is currently enrolled in a teacher education program and have officially declared teaching as their major. A qualitative study showed that money is an extrinsic form of motivation that improves performance among teachers (Robinson et al., 2012).

Additionally, the qualitative methodological design has been used to better understand the perceptions of teachers and how they see their positions. Wall and Miller (2015), used formal interviews as their primary tool to identify the individual teacher perceptions of motivational practices among middle grades teachers. The case study of these individual teachers showed that each teacher strived to achieve success, but in different ways (Wall & Miller, 2015). This case study describes and explains the factors that contribute to the motivational levels of teacher candidates and veteran teachers. The researcher bound the descriptive case study method in allowing the participants to provide an in-depth firsthand experience and encounter of the teacher education profession. It is also bound because it requires more from the researcher. In this case study, the researcher three data collection methods were used to triangulate and validate the data being explored. When there is a pattern among the data that is collected from the participants as well as the data collection methods, this creates a more bound study that provides several forms of descriptive data. The data collected through the scales explain the motivational levels and teacher self-efficacy beliefs of all the participants. The interviews further expound explores the motivational levels and teacher self-efficacy beliefs to provide additional entities that contribute to these entities. These factors contributed to the perception of the teacher was researched, analyzed, and reflected upon.

It also sought to further explore the gaps that were identified among teachers at the beginning of their careers versus those nearing the end of their career. Wijnveen et al. (2014) evaluated the motivational levels and gaps for high school teachers. In this study, a comparison was completed among teacher candidates at all levels of motivation. The case study research design was an appropriate choice for this research because it analyzed the descriptive case study experience of participants.

When it comes to environmental factors, each factor offered a plausible rationale and more in depth understanding of why teachers are more extrinsically or intrinsically motivated. The descriptive case study design also allowed the researcher to interview the participants, which gave them the ability to get further clarification than the scales would offer. The Academic Motivational Scale and the Teacher Self Efficacy Scale allowed the researcher to identify the motivational scale as well as identify some of their beliefs. The interviews adhere to the case study aspect of the research, which further explained why the teachers have been motivated either intrinsically or extrinsically.

### **Research Population and Sampling Method**

The researcher collected data from teacher candidates from an urban university located in the southeast United States. The university is located within a popular tourist area and is home to many students from all over the world. There are more than 10,000 students who attend this university at the undergraduate and graduate levels. Within the teacher education department, there are students who are majoring in early childhood, elementary, foreign language, middle level, secondary, and special education. The various factors that were analyzed include: gender, classification, and area of study. There were 10 participants per group for this study who were chosen from the university and surrounding public schools. A descriptive case study design calls

for a small number of participants that ranges between 10 to 15 participants to enhance the depth of the study while using human participants (Hirsch, 2015). It was also be imperative for the personal frames or biases of the participants to be excluded so that saturation can occur. Data saturation was achieved during the interview process when it was determined that the themes were consistent among the participants and no new information was presented. This should not hold any value or weight on the levels of the participants.

**Group 1: Teacher candidates early in their educational programming.** The teacher candidates varied in their classifications, which included freshman, sophomores, juniors, and seniors. The first group of teacher candidates were teacher candidates who just declared their majors. Teacher candidates can declare their majors as early as their freshman year in college and as late as their senior year if they are in the graduate program. They were be in the beginning stages of their core classes. The first group of students are relevant since they are recently using their motivational levels to sway them into the field. This group included 10 students.

**Group 2: Teacher candidates completed with their educational programming.** The second groups of students were teacher candidates who were near the end of their college careers. These students were seniors. They were performing their teacher clinical practices. This group is relevant for comparison of motivational levels based on classification. The data from this group was compared to the first group to see if motivational levels change after they have taken all their core classes for their specialization. For some, their motivational levels remained consistent with the majority, whereas some changed from extrinsic to intrinsic and vice versa. The number of students within this group coincided with the desired number of students for a case study design, which is 10 students. These participants have more experience in the field as opposed to the recently declared students, which is also an environmental factor.

**Group 3: Veteran teachers already in the field.** Data was also collected from teachers from local schools in the surrounding areas. These individuals have already completed a teacher education program at a college or university at the undergraduate level. Their years of teaching experience varied from four years or more of teaching experience. The data from this group was analyzed and compared to the senior students to determine if there is a variation in the motivational levels once they a formal teacher evaluation program has been successfully completed. For some, the motivational levels was consistent with the majority, but for others it may change. The interviews sought out the environmental factors so that they could be compared for similarities and differences. The number of participants from this target population will include 10 teachers. The specialization for each teacher will vary from early childhood, elementary, secondary, and special education. A third group is relevant to determine if the motivational levels of teacher candidates and veteran teachers differ in nature. These individuals have both their teacher candidate and professional teaching experiences that will impact their motivational levels.

The most effective sampling method for a qualitative study is the purposeful sampling method. In this method, a group of individuals that can best matched based on their knowledge or experience are selected to communicate their experiences and opinions (Palinkas et al., 2015). Since the literature presents gender as an environmental factor, it is beneficial to include males and females that adequately represent the selected population (Struyven et al., 2013). The participants for this research were teacher candidate students at the local urban college. The participants also included teachers who have already completed a teacher education program at an accredited university or college.

Outside of the chosen major of choice, no other criterion was used to choose the participants, which represents the convenience sampling method. The convenience sampling method is utilized when there is a nonrandom form of choosing participants that meet a certain criterion, which includes, but is not limited to: accessibility, geographical proximity, availability, and their willingness to participate (Etikan, Musa, & Alkassim, 2016). The teacher candidates were accessible due to the contact established at the local university. Participation from the teachers were primarily due to willingness to participate and accessibility. While there were three groups, the first and second group of participants are teacher candidates and the third group were veteran teachers. To help eliminate some of the biases that may be presented, all the teacher candidate students within both categories were asked to participate with no one being omitted. All the participants were asked to participate in both the survey and the interview.

The results from the participants was compared to see if the underclassmen teacher candidates differed in motivational levels than the senior level underclassmen. The underclassmen students ranged from freshmen to juniors since there is no specific deadline to declare the intended major. For the purposes of the comparison, students in their senior year were chosen. This is because they would be completing their clinical practicums. In addition, they have the most experience when it comes to knowledge, field experiences, and exposure to the curriculum. Then, the overall results from the teacher candidates were compared to those of the veteran teachers to determine if there were a difference in motivational level.

### **Instrumentation**

**Academic Motivation Scale.** The Academic Motivation Scale is an English version of a French scale called Echelle de Motivation en Education (EME) (Vallerand et al., 1992). This survey is accessible on any public database and has been previously used in other related studies

that assesses motivation. No additional permission was needed to distribute the scale. The survey assessed the level of motivation of each individual participant. The survey asked a series of questions that are centered on intrinsic and extrinsic motivational factors. The scale is dedicated to answering the question of why the individual went to college. There are 28 statements and there is a 5-part Likert response system for the participants to choose from. These responses include: does not correspond at all, corresponds a little, corresponds moderately, corresponds a lot, and corresponds exactly. The results indicated if the individual is extrinsic, intrinsic, or amotivation. The use of a motivational survey has been used to determine if the level of self-efficacy and self-motivation among teachers' decreases or increases over time (Wijnveen et al., 2014). This scale has been proven to be reliable and valid based on the internal consistencies that it reveals (Vallerand et al., 1992). The responses from the participants was recorded using a coding system. The codes included a letter and a number. The letter was either E or F to represent if they were male or female. The number was given based on the order that the scale was received.

**Teacher self-efficacy scale.** Albert Bandura designed the Teacher Self-Efficacy scale; it was developed to gain a better understanding of the relationships between teachers, their beliefs, and the factors that demotivate them. This scale is accessible on any public database and has been previously used in research to assess the beliefs of teachers. Permission to use this scale was obtained through Ohio State University. There are 30 statements that have a nine-part Likert scale. The Likert scale responses were: nothing, very little, some influence, quite a bit, and a great deal. The scale is divided into the following sections: efficacy to influence decision making, efficacy to influence school resources, instructional self-efficacy, and disciplinary self-efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and

efficacy to create a positive school environment. More specific scales have been adapted to pinpoint differences among content teachers. It was determined that locus of control and attitude towards science are positively correlated with the self-efficacy of a teacher (Senler, 2016). The primary focus of the scale was to determine the judgment of the capabilities that the teachers feel that they have. The results of the study indicated the components in which the individual have the highest and lowest levels of self-efficacy in.

**Interviews.** The next form of instrumentation used was an interview. The interview questions were created by the researcher and were based on the environmental factors that may present itself to the participant based on analysis of the review of literature (see Appendix C). Open-ended questions regarding their personal reasons for wanting to enter the teaching field was asked. In prior research, open-ended questions have been used to determine what motivates teachers (Szecki & Spillman, 2012). The results from the interviews were also used to gain more specific information regarding potential environmental factors that influenced the decision-making process for these participants. In addition, interviews were conducted to an in depth understanding of specific motivations of minority teachers.

### **Data Collection**

All participants were asked to participate in an interview. The interviews were conducted through face to face interactions between the researcher and the participant. All interviews were conducted either on the school campus or a public place. In order to accommodate participants for the interview, three options were provided. Participants were given the option of doing a Skype web conference, Facetime interview, or a physical face-to-face interview; the majority of the participants chose to engage in the face to face interviews, while a few engaged in a Facetime interview via phone. The audio of the interview was recorded throughout the entire interview

after the participant gave their confirmation their confidential information. Confidential information included their name, location, and where they currently go to school or work. The researcher identified the participant by their coded name on the recording.

Before the first interview question was asked, the participant verbally consented to participate in the interview as a part of the IRB waiver. Each interview was recorded using an audio recording device. In addition, the researcher wrote down the responses that the participant gave to verify and confirm that they have the accurate responses. Each interview question was asked one at a time allowing adequate time for the participant to respond. The participant was asked to clarify or elaborate on any responses that were unclear. Once all the interview questions were asked, the participant was asked if they had any questions or additional information that they would have liked to share. In addition, a short hand record of the responses to the nine questions were written by the researcher throughout the interview. The short hand responses were stored in a locked cabinet. Once all of the interviews were conducted, the audio from the interviews were transcribed by the researcher. To ensure accuracy, the audio was also transcribed by Vanan transcription services. Vanan is an online transcription service that transcribes audio for a fee. The interview concluded once the participant finished responding. The audio recordings of the interviews were saved using a password protection.

The participants received the two scales anonymously through Qualtrics, and each participant was not be required to include any identifiable information other than their classification, gender, and intended major, if applicable. Each participant was required to click to consent in order to participate in the scales. There was a separate link for each scale. The researcher collected data from the scales using the Qualtrics database and the results were generated in the form of tables and graphs. The researcher generated a coded name for each

participant and the results from the two scales were recorded using these coded names. The teacher candidates completed the Academic Motivation Scale to assess their motivational levels. The assessment analyzed their responses and determined if they were more intrinsically or extrinsically motivated to enter the profession of teaching. Each response from the scales were converted into numerical scores. The online Qualtrics database was used to gather the data that is necessary for both scales. The data from Qualtrics was exported to an Excel document so that the numerical scores could be analyzed.

### **Data Analysis Procedures**

The first descriptive data collection instrument that was used was the Academic Motivation Scale. The descriptive data from the scale were used to measure the reasons why an individual chose to go to college. This scale consisted of 28 statements that relate to the factors that contribute to what the teacher candidate reasons for entering college. Twelve of the statements are based upon extrinsic motivational factors, whereas the other 12 are based on intrinsic motivational factors. In addition, there are four statements that are based on motivational factors. The survey was distributed via email, taken online, and submitted anonymously through Qualtrics. The data from the scale was calculated using an IBM SPSS software tool. This tool yielded the frequency distribution, the mean, and the standard deviation in numerical calculations. These scores were analyzed so that they can be identified as either extrinsic or intrinsic motivational levels. The scale from everyone were converted into numerical scores to determine if they are more intrinsically or extrinsically motivated. Then the individual scores were tallied up to determine the collective status among the participating teacher candidates, based on the numerical scores from the scale. That data from the surveys was stored electronically through the Qualtrics online database.

The Academic Motivation Scale has been used in prior research studies to assess the motivation to go to college among female and male students. Furthermore, the results from this study indicate that the scale proved to be valid and reliable for assessing the motivational factors of students in Ontario in comparison to English speaking students from a previous study (Vallerand, Pelletier, Senecal, & Vallieres, 1992). The second quantitative data collection instrument that was used was the Teacher Self Efficacy Scale. It was used to identify factors that create difficulties for teachers as it relates to their school activities. The scale consists of 24 questions.

The questions are grouped to answer efficacy in the following entities: decision making, school resources, instructional self-efficacy, and disciplinary self-efficacy, enlisting parental involvement, enlisting community involvement, and creating a positive school climate. It helped to gain a better understanding of how the teachers feel about working with their students. The use of the scale was deemed a valid and reliable instrument in a previous study where 280 Iranian teachers were assessed based on their confidence within their own abilities (Karbasi & Samani, 2016). The results from this scale were computed using the instructions provided by the scale designers for scoring, which yielded a specific numerical score. This score was provided for each of the categories of the scale. All the scores and results were stored within the Qualtrics database. This data was uploaded to IBM SPSS Software tool, where the descriptive statistics was derived for assessing the Academic Motivational Scale and the Teacher Self Efficacy scales. The use of the descriptive statistics allowed the researcher to make meaning of the numerical scores that was gathered from each scale. For the purposes of this research, the use of the mean and standard deviation is most appropriate. Descriptive statistics allowed the relationship between the two scales to be assessed and compared.

## **Limitations and Delimitations**

The primary limitation for the study is the sample size and their willingness to engage in the survey. Participation within the study was voluntary. The completion of the survey was extended to teacher candidates who are in their final semester of their senior year as well as those who just declared their majors within the teacher education department. The study only included students at one university and was not extended to teacher candidates at nearby and neighboring colleges and universities. The study was also limited due to the time constraints that were allotted to the data collection process. Considering the teacher candidates have their classes, jobs, families, studying, and extra-curricular activities, many students may not be able to complete the survey within the given time frame. In addition, some students may not feel intrinsically motivated to complete the survey since there is no extrinsic reward for completion.

## **Validity**

In order to increase validity, the researcher triangulated the data by using three data methods; two scales and an interview. Triangulation requires a checks and balances between different data collection methods to confirm the results of each method (Wilson, 2014). Three instruments were used to gain a holistic understanding of motivational levels of teacher candidates and veteran teachers. Each instrument provided a further scope and insight into the methodological proceedings (Wilson, 2014). Not only did the results show the motivational levels of each of these participants, but it shed light on any additional factors that may not have been previously attributed to the teaching field.

Given (2015) researched the behaviors that are demonstrated by the teacher and how they reflect their level of motivation. These behaviors include but are not limited to their level of commitment to the students, their instruction, and the amount of effort they put into their roles.

His research showed that teachers demonstrate more positive behaviors when they are motivated to teach. In contrast, teachers feel less motivated when they are being punished physically (Given, 2015). There are many positive behaviors that are exhibited by motivated teachers that include, but are not limited to: self-confidence, patience, and tolerance. The negative behaviors that are displayed by unmotivated teachers are a direct result of: physical punishment, humiliation, and authoritative attitudes (Given, 2015). Both behaviors that are demonstrated by teachers has a direct influence on how they teach as well as the students. The Academic Motivational Scale plays its role in being a reliable and credible data collection tool for assessing these motivational factors. In this study, the scale was used with a group of high school students, where the Cronbach alpha ranged from 0.62 to 0.86. In terms of reliability, the scale scored was not fully supported since it was less than 0.70 (Haugen & Utaer, 2016). Communication and collaboration with the faculty and staff with the Office of Student Services and Support services will help to make the research more dependable. According to Bruinsma (2010), teacher candidates are more motivated to remain are correlated with their perception of the teacher education program as well as their self-efficacy. The support staff within the department will have a thorough insight into the different strategies and resources that are implemented to make the teacher feel confident and supported through their teacher education program. Communication and support will also help to enhance the self-efficacy of a teacher. The Teacher Self Efficacy Scale will help to measure the self-efficacy of the participants. This test has been proven to be valid and reliable through the analysis of the Persian form. The scores ranged from 0.77 to 0.85 and retest scores of 0.77 to 0.83, which shows that two to three of the factors were higher than 0.40 (Karbaski & Samani, 2016). When it comes to external validity, the participants for the research is based on a random selection, which aided in improving the external validity of

the data that is drawn so that a reliable conclusion can be made from the results. In addition, the use of three separate groups, one of which is from a different location than the other groups strengthened the external validity. The use of interviews help to further validate the study because it serves as a form of triangulation among the data collection tools. Triangulation is when several sources of data is used to gain an understanding of the consistency among data as well as well as establish validity. It does this by combining methods and approaches to confirm a result or theory (Golafshani, 2003).

### **Expected Findings**

It is expected that the results of the study will indicate teacher candidates are more intrinsically motivated than veteran teachers that are intrinsically motivated to teach. It is also expected that the intrinsic value will be the same for the teacher candidates who just declared their majors and the seniors who are in their completion year. The results from the study will provide additional insight into the environmental factors that are positively motivating to teacher candidates. However, the results will primarily serve as a validation of past and current theories regarding motivational factors of teachers.

### **Ethical Issues in the Study**

In preparation for the study, the dissertation guide for Concordia University–Portland was adhered to with fidelity. There was no conflict of interest between the researcher, the participants, and the method of collecting data. All components of the study, including the surveys, were approved by the Dissertation Committee and Institutional Review Board. In addition, the research protocol for the university was completed by the researcher. Once completed, the potential students for the study were identified by the Director of Student Services and Support. All participants completed a consent form that allowed the researcher permission to use their responses in the study. Consent forms are being stored in a safe box that

was locked with a key that only the researcher had access to. These forms will be destroyed three years after the study. Participants were given the opportunity to participate in an interview. The data was recorded based on the demographics of the participant and not their first and last name. The demographics includes their gender, classification, and major.

### **Chapter 3 Summary**

The research for this study utilizes quantitative and qualitative data collection methods of using scales and interviews. Scales were conducted anonymously using Qualtrics. The responses from the scales was assessed to determine if the teachers were more intrinsically or extrinsically motivate to enter the field of education. The interviews provided additional insight into environmental factors that contribute to the motivational levels of the teacher candidates as well as veteran teachers.

## **Chapter 4: Data Analysis and Results**

### **Introduction**

The purpose of the case study was to understand what motivates teacher candidates and veteran teachers to enter and remain in the field of education. It also sought to identify the importance of teacher self-efficacy and the relationship that it has on the motivational levels of educators. Information regarding motivation and the factors that contributed to them were gathered from teacher candidates who are currently enrolled within a teacher education program as well as veteran teachers who have already successfully completed a teacher education preparation program at an accredited college or university.

The researcher sought to analyze and compare the motivational factors between these teachers to determine if there are any similarities, differences, or any identifiable gaps within the previous literature and studies on motivation. It is imperative for teachers to make a connection and motivate the students that they come in contact with, which may be the same connection and level of motivation that keeps current teachers in the field as well as draw more teachers in (Askoy, 2016). A lack in the number of teachers that are entering the field of education greatly contribute to the shortage that many countries face, which ultimately leads to a deficit in the educational field for all of the stakeholders (Han & Yin, 2016).

Qualitative and descriptive data collection methods were used over a period of three months. The Academic Motivational Scale was used to determine the academic motivations of the participants in this study. The scale assessed the influence of extrinsic and intrinsic motivation as it relates to a teacher candidate prior to entering college. The results of the scale were calculated using the IBM SPSS software tool. The differences among the groups of data were assessed and analyzed using descriptive statistics, which is an analysis of the mean and the standard deviation.

Additional quantitative data were gathered through the use of the Teacher Self-Efficacy Scale, which was created to identify participants' understanding of their abilities and capabilities to motivate and influence the lives of the students that they interact with. Karbaski and Samani (2016) used the scale to identify participants' level of self-efficacy, self-esteem, and self-concept (Karbasi & Samani, 2016). The results of the Teacher self-efficacy scale used in this descriptive case study design were assessed using the IBM SPSS tool software tool. The use of interviews provided further insight into environmental factors that contribute to the motivational levels of both teacher candidates and veteran teachers. The interviews allowed the participants to provide in-depth descriptions and explanations that relate to their decision to enter the field of education as well as remain in the profession. The IBM SPSS data software tool was also used to calculate the results from the interviews. In addition, the data was recorded in a triangulation chart and converted into an Excel spreadsheet to determine patterns and relationships among the data and the participants. This chapter provides a thorough examination and understanding of what the data from this research study provides. It also seeks to answer the following research questions:

1. How does teacher candidates' perceptions of motivation differ from veteran teachers?
2. What are the external environmental factors that contribute to the future teacher's level of engagement and motivation?

The intrinsic and extrinsic motivational levels as well as the contributing environmental factors of the participants are conveyed in the following sections: description of sample, research methodology and analysis, summary of the findings, presentation of the data and results, and the chapter summary.

## **Description of the Sample**

This study used a purposeful sampling method of degree seeking teacher candidate students attending the local urban university as well as veteran teachers in the field of education. A purposeful method was an ideal sample method for this study because there were so many teacher candidate students to choose from. In addition, the time period in which the data was collected was during the summer months. Many of the teacher candidates and the veteran teachers were away for the summer. This created a limitation in the number of responses that were provided for the study. A sample of 22 participants was attained from both the teacher candidate and veteran teacher population. The teacher candidate participants were from the local urban historic university.

The research was conducted within an urban setting located in the southeastern part of the United States. A purposeful sampling method was used determine the sample for the research. Therefore, a sample population of 22 participants was used. In this method, there are different subgroups that are delineated by the researcher. The researcher in this study established a sample that fit the characteristics of the subgroup sampling criteria. The subgroups that were chosen for the study included a group of teacher candidates who recently declared their major, a group of teacher candidates that have completed all of the required curriculum courses for the teacher education program, and a group of veteran teachers who have already completed a formal teacher education evaluation system. This is a formal evaluation system that assesses teachers on their performances in multiple domains that include, but are not limited to: lesson planning, classroom management, instruction, student learning, and professional growth and performance.

Formal teacher evaluation systems can vary from state to state and are improved and modified periodically. All of the teacher candidate participants of the study were from one of the

local colleges within the city. This sample was selected based on a prior contact with a university administrator and a formal meeting to discuss the description of the study, its expectations, the rationale, and the expected findings.

Prior to the study, the researcher completed the Institutional Review Board (IRB) review process for obtaining research from human subjects for the purpose of research. Then, the researcher provided the director of the urban college with a certificate of completion of the IRB review certification process. The researcher gained permission in the form of a letter on the official school letterhead to conduct research with these participants. In addition, each of the teacher candidates electronically signed a consent to participate in research form using a click to consent via the Qualtrics database, which granted permission for the researcher to use the data that they provided in the scales and interview for the purposes of this research study. The director for the urban college determined the potential participants who were eligible to participate in the study based on their status within the teacher education program by the start date for the data collection process. Only teacher candidates who already declared their major within the department were eligible to participate in the study. Basis for this was centered on the notion that a student could decide to declare a major within another department, which would not make them a potential educator. Once a student declares their major within the teacher education department, it is likely that they will continue and complete the requirements to become an educator. The director from the university provided and sent an email asking for voluntary participation from the teacher candidates who had already declared their majors. The email included a Qualtrics link for them to first consent to the study and then take the scales as well as the contact information of the researcher for direct contact.

Teacher candidates were divided into two subgroups. The candidates identified their classifications, which enabled the researcher to divide them into the two subcategories. The first subgroup ranged from students who were either a freshman, sophomore, or a junior at their current universities. Each of these students have declared their major but have not completed all of the required core classes within their major. The second subgroup are teacher candidates who are senior students and have successfully completed and passed all of the core classes for their curriculum majors. These students only have their final teacher clinical experiences to complete. Teacher clinical experiences are when the teacher candidates go into the classroom with an assigned teacher and they assume the responsibilities of the teacher. They are guided and supervised by the cooperating teacher as they plan, teach, and reflect upon the teaching domains.

The veteran teacher participants were located within a 50-mile radius of this central location. Each of the veteran teachers were selected based on previous contact with the researcher. Each of the veteran teachers have successfully completed a formal teacher evaluation system, which means that they have been teaching for a minimum of two years. These participants also electronically signed a consent in Qualtrics to participate in research prior to completing the scales or the interview. The researcher did not receive a list of the names of the students and their corresponding emails but was included within the email recipient list. The email also informed the potential participants know that their contribution to the study was completely voluntary and that were not required to participate. The researcher sent a similar email to the veteran teachers seeking their voluntary participation in the research. These participants were identified by the researcher based on prior contact through work or school. There was a total of 22 participants for the study.

These 22 participants included 14 teacher candidates and eight veteran teachers. Of the 22 participants, 16 were females and the remaining six were males. The teachers who chose to participate in the study were asked to click on the link embedded within the email to go directly to the individual scales. The link took the participant to the Qualtrics database where the scale was administered. Once the participant completed the Academic Motivational Scale, they were redirected back to the original email to click on the link associated with the Teacher Self Efficacy Scale. The duration for the descriptive case study design was a period of three months.

To participate in the interview, the participant could either respond directly to the researcher via email or leave their contact information within the Qualtrics database so that the researcher could contact them directly. When initial contact was made between the researcher and the participant, the purpose and rationale for the study was provided, the coding procedures to ensure confidentiality were explained, and the expected outcomes as a result of the study were discussed. The participants gave electronic consent to participate in an interview through the Qualtrics system. From there, an agreed location and time for the interview was scheduled.

The interviews of the participants were conducted in public places where there was minimal background noise and in a location that was most convenient for the participant. The participant chose the location of the interview to ensure that they felt safe and comfortable and would be able to give accurate, in-depth, and detailed responses to the questions being asked. These locations included the public library, campus buildings, local coffee shops, campus library, and video conferencing. The selection of the participants that were interviewed was solely based on the participants that completed the scales and provided contact information for the researcher to contact the participant or who responded to the initial email sent out by either the director or the researcher. Each interview was recorded using an electronic recorder.

The audio from the digital recording was saved as a digital and electronic copy on a computer that was password protected. In addition, a short hand record of the responses to the nine questions were written by the researcher throughout the interview. The short hand responses were stored in a locked cabinet. Once all of the interviews were conducted, the audio from the interviews were transcribed by the researcher into short hand. To ensure accuracy, the audio was also transcribed by Vanan transcription services. Vanan is an online transcription service that transcribes audio for a fee.

There was a total of 14 participants who engaged in the open-ended interviews. The period for scheduling the interviews and conducting the interviews was a period of the final four weeks of the study. The interview scheduling period was extended due to a major hurricane that affected the state and surrounding areas during the time of the scheduled interviews. Therefore, the interviews were rescheduled to the following week so that the students who left during the mandatory evacuation would be back in the area.

Table 1

*Demographics of Participants*

#	Code	Group	Gender	Classification	Major
1	F1	1	Female	Sophomore	Early Childhood
2	F2	1	Female	Junior	Special Education
3	F3	1	Female	Sophomore	Secondary Education
4	F5	1	Female	Junior	Early Childhood
5	F10	1	Female	Junior	Elementary Education
6	F11	1	Female	Junior	Middle education
7	M3	1	Male	Sophomore	Secondary Education
8	M4	1	Male	Freshman	Secondary Education
9	F16	1	Female	Junior	Secondary Education
10	F4	2	Female	Senior	Middle Education
11	F14	2	Female	Senior	Middle Education
12	F15	2	Female	Senior	Secondary education
13	M5	2	Male	Senior	Secondary Education
14	M6	2	Male	Senior	Secondary Education
15	F6	3	Female	Veteran-11years	Elementary
16	F7	3	Female	Veteran-14 years	Secondary Education
17	F8	3	Female	Veteran-40 years	Secondary Education
18	F9	3	Female	Veteran-	Special Education
19	F12	3	Female	Veteran	Performing Arts
20	F13	3	Female	Veteran	Elementary Education
21	M1	3	Male	Veteran	Special Education
22	M2	3	male	Veteran	Elementary Education

**Research Methodology and Analysis**

The data collection time period was open from June 26, 2018 to September 30, 2018.

There were a total of 22 participants who volunteered to participate in the study. However, each participant did not engage in all three data collection methods. The breakdown of the participants and their engagement in each data collection method is as follows. A total of 19 participants completed the Academic Motivational Scale. A total of 15 participants completed the Teacher Self Efficacy Test. Of these participants, a total of 14 participants engaged in the open-ended interviews. The participants for each data collection method consisted of participants from each subgroup. This did not include the participants who started but did not complete both the

Academic Motivational Scales and Teacher Self Efficacy Scales. The overall study did not include the incomplete responses.

Quantitative data was used to identify if teacher candidates and veteran teachers are extrinsically or intrinsically motivated to enter the field of education. This data was obtained using the Academic Motivational Scale, which can be found in Appendix A. The duration of the study was for a period of three months. The scale asked the participants 28 statements that required them to choose which statement corresponds with the reason why they decided to enter college. The responses were based on a 5-part Likert response system that identified the statement ranging from a rationale that was not a factor to one that is definitely a factor. The data from the scale was calculated to identify the means for each group of participants as it relates to either their intrinsic or extrinsic motivational factor. The questions within the scale were assigned to the following key components: intrinsic motivation- to know, intrinsic motivation- towards accomplishment, intrinsic motivation- to experience stimulation, extrinsic motivation- identified, extrinsic motivation- introjected, extrinsic motivation- external regulation, and amotivation. Each question was assigned to one of the previously mentioned categories by Robert Vallerand.

The mean was found for each category to determine if there was a category that denoted a higher or lower percentage among the participants. Quantitative data was also gathered to determine the beliefs of the participants as it relates to their confidence in their abilities to deliver the following: student engagement, instructional strategies, and classroom management as it pertains to their roles as an educator and responsibility to the students that they will come in contact with. This data was obtained using the Teacher Self Efficacy Scale-Long Form, which can be found in Appendix B.

The scale asked the participants 24 statements regarding: decision making, school resources, instructional strategies, discipline, parental involvement, community involvement, and positive school environment. The responses were based on 9-part Likert system that ranged from having no influence to being very influential. The data from the scale was calculated to identify the means for each group of participants as it relates to their abilities, capabilities, and beliefs. The responses to the questions are grouped based on the following categories: student engagement, instructional practices, and classroom management. The mean was found for each category to determine if there was a category that denoted a higher or lower percentage among the participants.

Qualitative data were also gathered in this study as a means to determine and identify any environmental factors that aid in the way that a teacher is motivated. This data were collected using open ended interviews of the participants. The interview included nine questions that pertained to separate environmental factors that could have served as an influential factor to the participant choosing education as their field of study that were derived based on data from previous literature. Various stories and examples of past and current experiences from each participant allowed further insight into what contributes to their motivational levels and self-efficacy beliefs. Each response was written down and recorded to maintain accuracy. The responses from the interviews were analyzed to determine any patterns, similarities, and differences. Data from this analysis was organized in a table (see Table 2). A thorough analysis and summary of the results gathered from the study can be uncovered in the summary of findings and presentation of data and the results.

## Summary of the Results

In this chapter, the extrinsic and intrinsic motivational levels of the teacher candidates and veteran teachers are assessed. The ultimate objective of the study was to determine if teacher candidates and veteran teachers are either intrinsically or extrinsically motivated to be educators. The Academic Motivational Scale was implemented as one of the key data collection tools in this phenomenological study. The scale was administered using the Qualtrics online tool within the allotted data collection period from June 26, 2018 to September 30, 2018 from a convenience sample of 22 participants. From this electronic tool, 19 responses were retrieved. Overall, the study indicated that educators are more extrinsically motivated to enter the field of education than they are intrinsically motivated. A further analysis also revealed that teacher candidates are just as extrinsically motivated as veteran teachers are to enter the field of education.

To ensure the validity and reliability of the collection of the motivational data, the scale was administered through the use of Qualtrics, an online database, through an anonymous link. Reliability of the scale was determined using Cronbach's alpha. Cronbach's alpha measures the internal consistency and reliability as it relates to the motivational levels of teacher candidates and veteran teachers. If Cronbach's alpha is greater than 0.70, then this means that is appropriate for use with teacher candidates and veteran teachers. Alphas that are less than 0.60 are poor and if they are less than 0.50 it is deemed unacceptable. Based on the results, the Cronbach alpha was greater than 0.60 for all of the subscales. The researcher was the only person with direct access to the results from the scale. The aggregate measure of extrinsic motivation was statistically significantly higher than the aggregate measures of intrinsic motivation. The results revealed that there is a statistically significant relationship between extrinsic motivation and teacher

candidates and veteran teachers. The motivational levels of each subgroup are represented in Tables 4–6.

In addition to determining the motivational levels of educators, the mixed study also sought to determine if these educators are more confident in their abilities in the following areas: student engagement, instructional strategies, and classroom management. These areas were assessed through the administration of the Teacher Self Efficacy Scale. The scale was administered using the Qualtrics online tool during the designated time period from June 26, 2018 to September 30, 2018 from a convenience sample of 22 participants. This provided 15 usable responses. The data from this scale revealed that the consensus of all the participants are more confident in their abilities to handle student engagement over classroom management and instructional strategies. A closer analysis revealed that this is the same for the first group of teacher candidates and the veteran teacher group.

The second group of teacher candidates did not reveal any participants who were most confident in their student engagement abilities. To ensure the validity and reliability of the collection of the self-efficacy beliefs, the scale was administered through the use of Qualtrics, an online database, through an anonymous link. Reliability of the scale was determined using Cronbach's alpha. Cronbach's alpha measures the internal consistency and reliability as it relates to the teacher self-efficacy beliefs of teacher candidates and veteran teachers. If Cronbach's alpha is greater than 0.70, then this means that is appropriate for use with teacher candidates and veteran teachers. Alphas that are less than 0.60 are poor and if they are less than 0.50 it is deemed unacceptable. Based on the results, the Cronbach alpha was greater than 0.60 for all of the subscales. The researcher was the only person to have direct access to the results provided through the database. The results revealed that there is a statistically significant relationship

between student engagement and veteran teachers. It also revealed that there is a statistically significant relationship between teacher candidates and student engagement, instructional strategies, and classroom management.

The subscores for teacher self-efficacy as it relates to student engagement, instructional strategies, and classroom management are revealed in Tables 9–12. The final goal of the study was to identify any patterns or trends that may exist among extrinsically and intrinsically motivated educators. Potential environmental factors that contribute to the motivational levels of the teacher candidates and veteran teachers were gathered through the open-ended interviews. The following themes were determined after a review of the data collected from the open-ended interview: connection, no economic bearing, innate satisfaction, being burnt out, job security, family influence, and prior teaching experiences. To ensure validity and reliability, the interviews were conducted in a public location chosen by the participant so that they will feel comfortable to give open, accurate, and detailed responses. The responses from the participants were recorded, analyzed, and assessed exactly as they were stated throughout the interview. No additional words or explanations were added to the responses. The responses were not edited for grammar or accuracy in punctuation. The themes are presented in Table 2. In addition, an analysis of their relation to the research questions will be further discussed.

Table 2

*Common Themes Among Educators*

Themes:	Group 1	Group 2	Group 3
	<i>Males</i>		
Connection	1	2	2
No Economic Bearing	1	2	2
Innate Satisfaction	1	2	2
Being Burnt Out	1	2	2
Job Security	1	2	2
Family Influence	0	1	2
Prior Teaching Experience	1	2	2
	<i>Females</i>		
Connection	4	0	5
No Economic Bearing	4	0	5
Innate Satisfaction	4	0	5
Being Burnt Out	4	0	4
Job Security	4	0	5
Family Influence	3	0	4
Prior Teaching Experience	4	0	3

**Research question 1.** The first research question was “Are teacher candidates more extrinsically or intrinsically motivated than veteran teachers to enter the field of education?” The question was asked to determine the rationale that led to the potential teacher candidate choosing to enter college with the desire to become an educator. An analysis of the literature and theories that relate to motivation and its factors revealed that motivation for educators are based on one or a combination of the following factors: an attachment to their emotional experiences, connections formed with students, and academic self-regulation. When the participants completed the Academic Motivational Scale, the data revealed that there are more teacher candidates and veteran teachers that have been extrinsically motivated to enter the field of education than there are intrinsically motivated teachers. The scale also provided a numerical breakdown of the subscales associated with both motivational levels.

Extrinsic motivation is attributed to the following subscales: external regulation, introjected, and identification. External regulation is the behavior that is regulated through external factors such as rewards and constraints. Introjected extrinsic motivation is when individuals begin to internalize the reasons in why they do something. Identification extrinsic motivation is when the behaviors of an individual are valued and judged as being important because it is chosen by the person. Intrinsic motivation is categorized within the following subscales: to know, to accomplish, and to experience. The to-know aspect of intrinsic motivation is when an activity is performed because of the pleasure and satisfaction that the individuals experience while they are carrying the activity out. The to-accomplish intrinsic form of motivation is when an individual engages in an activity for the pleasure and satisfaction that they receive when they are accomplishing or creating something. The to-experience form of intrinsic motivation is when someone engages in an activity so that they can experience the sensations that are associated with the completion of the activity.

Of the 22 participants, 12 of the participants were more extrinsically motivated, whereas seven were intrinsically motivated. The remaining three participants did not complete the Academic Motivational Scale in its entirety, therefore, their motivational levels could not be determined. The subscales represented through the Academic Motivational Scale can be in the key found in Table 3.

Table 3

*Academic Motivation Scale Key*

Scale	Subscale	Statement Number
Amotivation	Amotivation	5, 12, 19, 26
Extrinsic motivation EMER	External Regulation	1, 8, 15, 22
Extrinsic motivation EMIN	Introjected	7, 14, 21, 28
Extrinsic motivation EMID	Identification	3, 10, 17, 24
Intrinsic motivation IMTK	To know	2, 9, 16, 23
Intrinsic motivation IMTA	To accomplish	6, 13, 20, 27
Intrinsic motivation IMTE	To experience	4, 11, 18, 25
Extrinsic motivation	Extrinsic motivation	External + Introjected + Identification
Intrinsic motivation	Intrinsic motivation	To know + to accomplish + to experience

Once the motivational levels of the teacher candidates and the veteran teachers were identified, the study explored the motivational levels of these individuals a step further. Aspiring and current educators consider their capabilities and abilities to influence the students that they encounter. This level of consideration plays a vital role in why they chose to enter the profession. In some respect or another, they feel that they are capable to fulfill the role of an educator and impact the students through their performance. Self-efficacy impacts both the educator and the students because it fuels and thrives the action behind acquiring an education on both ends of the spectrum. Self-efficacy is also highly correlated with the metacognition of the individual. If the educator is confident about their abilities, it is more likely to be demonstrated through their performance, which is best categorized as citizenship behaviors.

Once the participants completed the Teacher Self Efficacy Scale, the data revealed their level of confidence in their abilities to provide student engagement, instructional strategies, and classroom management to students. Completion of the Teacher Self Efficacy Scale revealed that educators are more confident in their abilities in student engagement than they are with instructional strategies and classroom management. Of the 15 participants, six of the participants

were more confident in their student engagement abilities. There were two participants that were more confident in their instructional strategies and abilities. There were five participants who were more confident in their classroom management abilities. One participant was equally confident in their instructional strategies and classroom management abilities. The remaining eight participants either did not complete the scale at all or not in its entirety, therefore their confidence levels could not be determined. The subscales from the Teacher Self Efficacy Scale, Long form key can be found in Table 4.

The results from the Academic Motivational Scale and the Teacher Self Efficacy Scale were compared to determine if there were any similarities among the extrinsically and intrinsically motivated educators. A comparison of the data revealed that extrinsically motivated teachers are more confident in their abilities to succeed in student engagement over both classroom management and instructional strategies. Of the 12 extrinsically motivated educators, four of them are more confident in their student engagement abilities, whereas three of them are more confident in their classroom management abilities. There was one that was more confident in their instructional strategies abilities and one that was equally confident in their instructional strategy and classroom management abilities. The remaining four did not complete the Teacher Self Efficacy Scale so their efficacy beliefs could not be compared to their motivational levels. Of the seven intrinsically motivated teachers, there were two that were more confident in their student engagement abilities, whereas two were confident in their classroom management abilities. There was one participant that was confident in their ability in instructional strategies and the remaining two did not complete the Teacher Self Efficacy Scale so their efficacy beliefs could not be compared to their motivational levels.

Table 4

*Teacher Self Efficacy, Long Form Scale Key*

Efficacy In:	Statement Number
Student Engagement	1, 2, 4, 6, 9, 12, 14, 22
Instructional Strategies	7, 10, 11, 17, 18, 20, 23, 24
Classroom Management	3, 5, 8, 13, 15, 16, 19, 21

**Research question 2.** The second question was “What are the external environmental factors that contribute to the teacher’s level of engagement and motivation?” The purpose of this question was to determine if there were any environmental factors that are more significant to either extrinsic or intrinsic motivation. The intention of the question is to discover if the level of motivation and engagement of the educator has a significant relationship with any external environmental factors. The following environmental factors have been linked to motivation: socioeconomic status, job satisfaction, ability, fallback career, intrinsic value, shaping the future for students, social interactions, and prior teaching experiences. Of the 22 participants, only 14 engaged in the open ended interviews. There were two additional interviews conducted by a teacher candidate who chose not to participate in the administration of the two scales. The body language, tone, and demeanor of the participants as they were being interviewed was observed. Each of the participants appeared comfortable, enthusiastic, and eager to participate in the interview. As they were answering the questions, they seemed passionate and confident in their choice to become an educator. They also seemed confident in their abilities to continue to make a difference in the field of education.

Some nonverbal and verbal indicators of these assumptions were observed through elevated tones, smiling faces, and laughter as they recalled past and current experiences with students. A triangulation chart revealed the relationship between the common themes, motivational levels, and the efficacy beliefs of the participants. The data from these interviews

revealed that the following themes are common among these participants: connection, innate satisfaction, job security, feeling burnt out, job security, family influence, and prior teaching experience.

### **Presentation of the Data and the Results**

**Academic motivational scale.** The findings from the descriptive data presented in the Academic Motivational Scale revealed the motivational levels of both teacher candidates and veteran teachers. The mean and standard deviation for each subgroup was calculated. The numerical scores for each group were compared to each other. Then, the numerical scores for the teacher candidates were compared to the numerical scores of the veteran teachers. The following tables shows the motivational levels and their subscales as they relate to teacher candidates and veteran teachers. Table 5 denotes the changes among the mean scores of the participants in group one as it relates to the Academic Motivational Scale in the following categories: intrinsic motivation- to know, intrinsic motivation-towards accomplishment, intrinsic motivation- to experience stimulation, extrinsic motivation- identified, extrinsic motivation- introjected, extrinsic motivation- external regulation, and amotivation. All eight of the participants were administered the Academic Motivational Scale. The results of the study indicate that means for extrinsic motivation is higher than the means for intrinsic motivation. It also shows that the standard deviation for extrinsic motivation was also more consistent than that of intrinsic motivation. Therefore, the participants within group one are more extrinsically motivated to enter the field of education.

Table 5

*Academic Motivational Subscale Mean Scores, Group 1*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
IMTE	8	4	22	14.2500	5.99404
EMER	8	12	28	21.2500	6.56288
EMIN	8	11	28	21.8750	5.71808
EMID	8	9	26	17.1250	4.85320
Amotivation	8	4	11	5.5000	2.32993
SE	4	30	38	33.7500	3.30404
IS	4	25	32	29.5000	3.31662
CM	4	30	35	32.7500	2.21736

Table 6 denotes the changes among the mean scores of the participants in group two as it relates to the Academic Motivational Scale in the following categories: intrinsic motivation–to know, intrinsic motivation–towards accomplishment, intrinsic motivation–to experience stimulation, extrinsic motivation–identified, extrinsic motivation–introjected, extrinsic motivation–external regulation, and amotivation. All four of the participants were administered the Academic Motivational Scale. The results of the study indicate that means for extrinsic motivation is higher than the means for intrinsic motivation. It also shows that the standard deviation for intrinsic motivation was more consistent than that of extrinsic motivation. Therefore, the participants within group two are more extrinsically motivated to enter the field of education.

Table 6

*Academic Motivational Subscale Mean Scores, Group 2*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
IMTK	4	8	27	19.2500	8.18026
IMTA	4	7	26	16.7500	8.77021
IMTE	4	4	24	11.7500	9.03235
EMER	4	19	27	22.5000	3.41565
EMIN	4	9	21	16.2500	5.50000
Amotivation	4	13	25	18.5000	5.91608
SE	4	4	7	4.7500	1.5000
IS	4	22	33	27.5000	4.93288
CM	4	27	36	30.2500	4.03113

Table 7 denotes the means scores of the participants of the teacher candidates (groups 1–2) as it relates to the Academic Motivational Scale in the following categories: intrinsic motivation- to know, intrinsic motivation-towards accomplishment, intrinsic motivation- to experience stimulation, extrinsic motivation- identified, extrinsic motivation- introjected, extrinsic motivation- external regulation, and amotivation. All 12 of the participants were administered the Academic Motivational Scale. The results of the study indicate that means for extrinsic motivation is higher than the means for intrinsic motivation. It also shows that the standard deviation for intrinsic motivation was more consistent than that of extrinsic motivation. Therefore, the participants within group one are more extrinsically motivated to enter the field of education.

Table 7

*Academic Motivational Subscale Mean Scores, Teacher candidates, Groups 1–2*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
IMTE	12	4	24	13.416	6.82853
EMER	12	12	28	21.6667	5.56504
EMIN	12	9	28	20.0000	4.99924
EMID	12	9	26	17.5833	2.05050
Amotivation	12	4	11	5.2500	2.05050
SE	8	22	38	30.6250	5.12522
IS	8	25	32	30.1250	2.58775
CM	8	27	36	31.5000	3.29502

Table 8 denotes the changes among the mean scores of the participants in group three as it relates to the Academic Motivational Scale in the following categories: intrinsic motivation- to know, intrinsic motivation-towards accomplishment, intrinsic motivation- to experience stimulation, extrinsic motivation- identified, extrinsic motivation- introjected, extrinsic motivation- external regulation, and amotivation. All 7 of the participants were administered the Academic Motivational Scale. The results of the study indicate that means for extrinsic motivation is just as high as the means for intrinsic motivation. It also shows that the standard deviation for intrinsic motivation was also more consistent than that of extrinsic motivation. Therefore, the participants within group three are just as extrinsically motivated to enter the field of education as they are intrinsically motivated.

Table 8

*Academic Motivational Subscale Mean Scores, Teacher candidates, Groups 3*

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
IMTK	7	13	28	22.71	5.992
IMTA	7	10	28	20.29	7.274
IMTE	7	8	28	16.28587	7.40977
EMER	7	23	28	25.7143	2.36039
EMIN	7	13	28	19.7143	5.12231
EMID	7	21	28	24.0000	2.38048
Amotivation	7	4	22	8.1429	6.30948
SE	6	26	40	34.0000	4.699042
IS	6	29	36	32.3333	2.73252
CM	6	32	40	35.8333	3.43026

**Teacher self-efficacy scale.** The descriptive data from the Teacher Self Efficacy Scale revealed numerical data that are correlated with the efficacy beliefs of both teacher candidates and veteran teachers. The numerical differences for each group in the areas of student engagement, instructional strategy, and classroom management was compared to each other. Then, the numerical scores for the teacher candidates was compared to the numerical scores of the veteran teachers. The following tables shows the teacher self-efficacies and their subscales as they relate to teacher candidates and veteran teachers.

Group one included eight participants and each of them were administered the Teacher Self Efficacy Scale. Overall, the evidence shows that there is at least one significant difference among the self-efficacy subscales of student engagement and instructional strategy among group one. Ultimately, each of the subscales belong to their own overall population.

Group two included 4 participants and each of them were administered the Teacher Self Efficacy Scale. Overall, the evidence shows that there is at least one significant difference among the self-efficacy subscales of student engagement and classroom management among group two. Ultimately, all three of the subscales belong to their own overall population.

The teacher candidates' represented groups 1–2 and included 12 participants and each of them were administered the Teacher Self Efficacy Scale. Overall, the evidence shows that there is at least one significant difference among the self-efficacy subscales of student engagement, instructional strategy, and classroom management among group two. Ultimately, each of these subscales belong to the same overall population.

Group three included 7 participants and each of them were administered the Teacher Self Efficacy Scale. Overall, the evidence shows that there is at least one significant difference among the self-efficacy subscales of instructional strategy and classroom management among group three. Ultimately, instructional strategy and classroom management are within the same population, but student engagement is in its own

### **Qualitative Results**

The interviews were transcribed and analyzed using Vanan, an online transcription service. Each participant was identified based on their coded names. The codes included a letter and a number. The letter was either E or F to represent if they were male or female. The number was given based on the order that the scale was received. The researcher and the participants met in a public location that was chosen by the participant. The interviews lasted about an average of 5 minutes per person. The longest interview lasted about 10 minutes. The researcher started the official recording of the interview once the assigned code for the participant was stated. Then the researcher asked the participant the first question. The participant responded to each question allowing for any questions of clarity to be asked by the participant. Once the question was answered the researcher continued until all of the nine questions were answered. An analysis of the interview questions and the responses from the participants revealed the following themes: connection, no economic bearing, and innate satisfaction, being burnt out, job security, family

influence, and prior teaching experience. The participants' words were recorded and transcribed exactly as stated in the recording. The verbiage and grammar was not edited or modified in any way. The themes that have been identified within the interviews are presented in Table 2. An elaboration of each theme and its relation to the research questions will be further expounded upon. The first theme presented through the analysis of the interview data was connection.

**Connection.** Many of the participants noted that the ability to connect with the students influenced their decision to enter the field of education. For many of the participants, they were able to relate to students that they may have gone to school with, mentored, or came into contact with because one of their family members were educators. The ability to relate to the students allowed them to connect to them, which created a desire to serve as an educator so that they can make the same connection with potential students that was made with them. For some of the veteran teachers, connections were made with the students who struggled in school.

M2 stated:

My experience in school in Virginia helped me to relate to the students because I was a little behind in school. This is because I was able to graduate and get a Masters, which allowed me to believe that I can relate to kids who were in similar situations.

F7 affirmed:

I really wanted to help the students that were ignored. Not the highest of the highest and not the lowest of the lowest. The ones that are forgotten kind of like me. I did good, but I was not fantastic like my brother. I also feel that there were no supports that helped to pull me through.

M1 described: "I had a lot of jobs when I was growing up. I had a lot of different roles, but it was my job working with students that led to me becoming a teacher."

The information presented above indicates the power and impact of the connections that these educators felt motivated them to want to enter the field of education, especially since all of the participants that were interviewed felt some sort of connection as a result of their role with students. Despite the connections with students, there were some participants who made connection with other aspects of the field.

F2 described: “I really enjoy the subject and teaching about it. I really like working with students and watching their faces light up. It really gives you a feeling that you want to do this.”

F6 stated:

I grew up in a rural city in South Carolina with very few recreational activities available for youth. Quite naturally, the people I looked up to were “teachers” because they were the adults that I had the most encounters with aside from my parents in the house and members of my church congregation. Further, summer and/or after-school work experiences for teens often including summer learning enrichment programs or academic tutoring programs. As a high school student, my first job was as a tutor. Aside from that, I always knew I wanted to be an educator. I was the kid that “played school” with neighborhood friends when they were available or with my dolls.

The above statements illustrate how one of the participants’ connections with the subject being taught drew them into the field. Then, the second statement highlights the need for an influential person to look up to. In this longing, the participant was able to make a connection as a tutor, which would lead into the decision to become an educator.

**No economic bearing.** There were a few participants who were aware of the Title 1 eligibility and this played a factor in their decision to enter the field of education, but for the majority, they were not aware of the Title 1 student loan forgiveness program. Therefore, this did

not have any influence on their decision to enter the field of education. They chose to enter without being privy to this information and would have become an educator even if there were no student loan forgiveness program. M5 stated: "It did not have any influence because I was not made aware until after I entered college." F8 stated: "I became an educator in 1976 so there were no loan forgiveness or incentives, so I was not aware nor did it have an influence."

In addition, most of the participants also stated that their own personal socioeconomic status had no bearing on their decision to become an educator. For many, they did not consider their socioeconomic status at all when they made their ultimate decision to become an educator. M1 stated: "I did not know prior to taking out my loans, but I still would have become an educator regardless." Most of the participants reported being in a middle socioeconomic status. There was one female veteran teacher who did not initially come into the field because of the economic benefits but is now taking advantages of the loan forgiveness incentives.

**Innate satisfaction.** All of the participants found their role as an educator or the potential role as an educator as one that was most satisfying for them. For many, the innate satisfaction is most impactful when they are able to see the changes and influences that they are having on the students as they interact with them. M2 stated:

The role of being an educator is very satisfying because I find satisfaction in making an impact and seeing the change. This is done by getting the students to trust you to make a valuable impact. However, the teacher shortage and increased class sizes make it difficult to obtain.

M1 described: "I love being an educator. I do not enjoy the politics that are going on right now, but I love what I do. I wake up every morning wanting to come to work." F7 stated: "Absolutely, I love what I do. I really enjoying having the summers off. I spend the summers preparing for the

upcoming year.” Despite the obstacles, the educators may face, their innate form of satisfaction is what keeps them rooted. It motivates and keeps them from giving up on the field. Ultimately, it provides them with the fuel that they need to keep going, because they know that they are making a difference.

**Being burnt out.** When a person feels burnt out, this means that they are feeling overwhelmed or more tired than normal. This is common when someone is taking on a lot, dealing with a lot, or having trouble making transitions. The majority of the participants reported having felt some level of being burnt out at some point in either their undergraduate or veteran careers. The veteran teachers have had unique experiences where they can give insight to how it feels to be burnt out at both ends of the spectrum since they have encountered both.

M2 felt:

I have felt burnt out in both my undergraduate career and as a teacher, but not as a teacher except for summer breaks. It is exhausting because of the time and energy that is spent to teach. This is because the course load is great as teacher, but not as great as a teacher.

M1 declared:

Yes, I have felt burnt out, but I mostly feel like this at the end of the year due to testing. I come out of being burnt out by taking weeks off. I am fortunate enough that I came into the field later in life. So, I do not think that I get burnt out as fast as other teachers.

F7 vented: “I am a big proponent of a glass of wine at the end of the day, running, exercising, reading, and doing my own personal stuff.” The last statement provided a few strategies in how the participant overcomes being burnt out, which is ideal since being burnt out is a part of the

field. It is important for educators to know how to encourage themselves to continue to do what they are passionate about.

**Job security.** To have job security is to be reassured that the position will be available. There are many ways that job security can be provided. Job security is highly correlated with extrinsic motivated, because job security includes many external benefits that come along with the position. The participants in the study found their role as an educator as one that provides them with sufficient amount of job security. M1 described: “The insurance that the job provides because I am a male role model and I know that I can pretty much get a job anywhere I go.” F7 stated: “I like that I am in control of my class. So, I am in control of my destiny in a sense. Yes, there are policies and procedures, but I have control over what happens in my classroom.” F9 stated: “I like the fact that we are on a continuum. So, this means that in order to continue, you have to have a contract.” Overall, educators want to know that their job is safe and secure. When they have this level of awareness, they know how to plan their lives accordingly. Inadvertently, it motivates them to continue to push forward during trials.

**Family influence.** Family means a lot to most people. There are many people who choose their careers with the future of their family in mind. The role of an educator is one that is very accommodating to family values. It allows people with families to be able to spend time with them and share in special moments. It also allows people who do not have a family to look forward to the fact that they will have the time to spend with their families when they have one. F7 stated:

I am married with no kids. I plan to have kids and a family of my own one day. Yes, my parents worked when I was a child. So, they were never home with me in the summers.

So, I wanted a career that would allow me to spend time with my family. One that would allow me to spend time with my parents as well.

Despite the common theme with family influence, there were two males and one female that said that family influence did not have any bearings because they do not have a family of their own and they do not see themselves having a family.

**Prior teaching experience.** All the participants recalled some form of prior teaching experience that motivated them to want to enter the field of education. F9 stated: “Throughout my whole life, I have always had good teachers. I have good teachers who saw the potential in me and worked hard to push and see me grow.”

F6 commented:

My prior teaching experience were very informal experiences. I had an opportunity to “play school” with my neighborhood friends or dolls when my friends were unavailable. I taught vacation bible school at my church during the summer. I tutored elementary students’ afterschool as a high school student. I worked during the summer once for the Children’s Defense Fund program which provide summer literacy enrichment for low income students. I also participated in the Teacher Cadet program in high school. I always knew I wanted to be a teacher, so it was natural for me to take on some of these job and/or volunteer opportunities.

#### **Chapter 4 Summary**

Quantitative and qualitative instruments were used to carry out the research conducted within this study. The Academic Motivational Scale and the Teacher Self Efficacy Scales were used to assess the motivational levels, abilities, and capabilities of both teacher candidates and veteran teachers. The data gathered by the Academic Motivational Scale was analyzed using the

IBM SPSS software tool. Qualitative data was gathered using open-ended interviews that provided further insight to the feelings, beliefs, and experiences that the participants may have had that could not be captured by the Academic Motivational and the Teacher Self Efficacy Scale. The research conducted from the study was carried out to determine the answer to two primary research questions, which evaluates and compares the motivational levels, efficacy beliefs, and the environmental contributing factors of teacher candidates and veteran teachers. The results from the study indicate that both teacher candidates and veteran teachers are more extrinsically motivated as well as confident in their student engagement abilities. In addition, they have an innate satisfaction with the field, have experienced being burnt out, love the job security, have prior teaching experiences, and their family played a major factor in their ultimate decision to enter or remain in the field. Chapter 5 will highlight the results from the study in an overall discussion in relation to the research questions and the literature review. The limitations, implications, and recommendations for future research will also be discussed.

## **Chapter 5: Discussion and Conclusion**

### **Introduction**

It is not the lack of motivation that is detrimental, but the lack of preparation that helps to prepare the educators to combat against any challenges or obstacles prior to them occurring. Professors all over the world prepare teacher candidates for the field of education. They prepare them for a classroom full of eager students who will have diverse needs and accommodation needs. However, there is no form of preparation for the varying levels and degrees of motivation that the potential educator may face as they prepare for and enter the field of education. If teacher candidates and even new teachers were adequately prepared with coping strategies to help motivate themselves and their peers as they encounter obstacles and challenges, there may be more teachers who enter and remain in the field of education. Chapter 5 offers a discussion of the results and the conclusions regarding educators and motivation. From the conclusions, recommendations for further use can be found.

This case study used the Academic Motivational Scale to measure the extrinsic and intrinsic motivational levels of teacher candidates and veteran teachers. Quantitative and qualitative data from 22 teacher candidates was collected over a 3-month time period. The aim of the research was to seek out possible avenues to motivate and invite teacher candidates to the field of education, as well as, serve as a tool to derive strategies for motivating teachers to remain in the field of education. The Academic Motivational Scale was utilized a means to assess the motivational levels of the participants. The teacher self-efficacy beliefs of the participants were analyzed using the Teacher Self Efficacy Scale (long form). Qualitative data was gathered through the use of open-ended interviews. The qualitative data that the study offers provides insight into the personal experiences that aid in the motivational levels of the teacher candidates and veteran teachers who are entering and currently in the field of education.

This chapter gives a detailed summary and discussions of the results and the relationships between educators, their efficacy beliefs, motivational levels, and the environmental factors that contribute to their experiences. In spite of the valuable information that the study provided, it was also limited in many ways; therefore, those limitations and the implications for future use will also be mentioned along with recommendations for further research.

### **Summary of the Results**

**Quantitative findings.** The case study sought to determine if teacher candidates are more extrinsically or intrinsically motivated than veteran teachers to enter the field of education. The intention of the study was to obtain information from teacher candidates and veteran teachers to determine their motivational levels and self-efficacy beliefs. The calculations derived from the Academic Motivational Scale provided descriptive statistics that identified the mean and standard deviation of each motivational level and its subscales. The numerical data from this data indicated that teacher candidates are just as extrinsically motivated as veteran teachers to enter the field of education. The data revealed that there most teacher candidates and veteran teachers are extrinsically motivated to enter the field of education. The Teacher Self Efficacy Scale was calculated using the IBM SPSS software tool, and the subscales of student engagement, instructional strategies, and classroom management were highlighted. The results from the numerical data indicated that there are more participants in group three that are more confident in their student engagement abilities. An analysis of each subgroup shows that teacher candidates who have declared their majors but have not completed all of their curriculum classes are more confident in their classroom management abilities. Teacher candidates that have successfully completed all of their curriculum classes are more confident in their instructional strategies' abilities. Veteran teachers are more confident in their student engagement abilities. Ultimately, it

revealed that overall teacher candidates are equally confident in their student engagement, instructional strategy, and classroom management abilities, whereas veteran teachers are more confident in their student engagement abilities.

**Qualitative findings.** It also sought to determine if there are any common themes and patterns among the participants that are present in the environmental experiences of each candidate. The open-ended interviews presented seven common themes among both teacher candidates and veteran candidates: connection to students, socioeconomic status having no economic bearing, innate satisfaction, experiencing being burnt out, job security, family influence, and prior teaching experience that contributed to their decision to enter the field. These themes provide insight to the level of importance these environmental factors are for potential and current teachers. These themes can serve to appeal to the needs of both current and future educators.

## **Discussion of the Results**

The first research question sought to determine if extrinsic and intrinsic motivational values impact teachers entering the field of education. To explore this question, the Academic Motivational Scale was administered. The Academic Motivational Scale reveals that extrinsic motivation is common among teacher candidates and veteran teachers. There were more teachers that were extrinsically motivated than there were intrinsically motivated. The scale also examined amotivation within its analysis. However, none of the participants received significant numerical scores in this area. The numerical scores for the extrinsic and intrinsic motivational levels exceeded the scores by more than double. To further explore how extrinsic and intrinsic motivation impacts teachers, the self-efficacy beliefs were assessed as well. Research has proven that there is a positive relationship between motivation and self-efficacy.

The Teacher Self Efficacy Scale was administered to gain an understanding of the significance of the relationship between motivation and self-efficacy. The Teacher Self Efficacy Scale showed that veteran teachers are more confident in their student engagement abilities than they are in their ability to handle classroom management and instructional strategies. Student engagement relates to their belief in their ability to motivate a student to do well. It also is centered on the beliefs of their abilities to make positively interact and make connections with these students. Overall, the teacher candidates have an equally distributed level of confidence in their student engagement, instructional strategies, and classroom management abilities. Confidence in instructional strategies reflects on the understanding to develop and implement strategies, explanations, and assessments that will aid in facilitating the level of academic change that they seek to make in their students. When a teacher is confident in their classroom management abilities, they know that they are able to maintain a positive control over behavior, rules, and any disruptions that may arise. The results from the study were also aligned with the extrinsic motivational levels of the participants. The study also revealed that there was one participant who received an equal score in both instructional strategies and classroom management, which means she has strength and confidence in both areas. The responses given by the participants in the open-ended interviews presented environmental factors that can be considered both intrinsic and extrinsic motivating. There were seven presenting themes that the participants shared: connection with the students, socioeconomic status having no economic bearing, innate satisfaction, experiencing being burnt out, job security, family influence, and prior teaching experiences that contributed to their decision to enter the field of education.

**Connection.** The first theme that was identified was the connection that each participant seemed to have with students that they have encounter both in their experiences in a teacher role

and as a student. The findings from the responses given by the participants are highly aligned with the intrinsic motivational level.

**No economic bearing.** Most of the responses from the participants revealed that the knowledge of economic benefits such as loan forgiveness programs had no bearing on their decision to enter the field of education. In addition, they did not consider their own socioeconomic statuses prior to entering the field of education or making the decision to formally enroll into a teacher preparation program at their perspective university. There were 10 out of the 14 participants who stressed that there was no economic bearing that played a role in their decision. However, there were 4 participants that said that they were enticed by the economic benefits. These participants are either currently participating in the Teach Grant, received forgiveness for their loans, or are looking forward to utilizing the teacher loan forgiveness program once they are eligible to receive them. Even though this environmental factor is highly correlated with the extrinsic motivational level, it did not present itself as being prevalent among the extrinsically motivated teacher candidates and veteran teachers.

M1 described: “I do not think that my social class had any bearing on my decision to enter the field. I work with kids who are of lower socioeconomic statuses, but my money had no bearing on this.” For many of the educators, socioeconomic status was not a relevant factor in their decision to enter the field of education. They were aware that they would teach students that were not in the same socioeconomic class as them, but this was not a deterrent for any of the participants. In fact, for a few, this drew them into the field.

**Innate satisfaction.** The third theme was found consistent with all of the participants. Meeting the needs of the students that they encounter was common among the responses from each of the participants. This theme is highly correlated with the intrinsic motivational level.

F6 declared:

Being an educator is extremely rewarding. As a student, I struggled in sixth and ninth grade math. When I was in sixth grade, I had a teacher that tutored me afterschool to provide me additional support. I am almost sure this teacher received no additional compensation for what she did for me and other students. Resources were scarce. Fast forward to today, I have become a phenomenal math teacher because of her, and I've mainly worked in Title I schools as an educator. It is satisfying to know that I am "giving back" to students just like me. I am able to emphasize with my students in a variety of ways while upholding them to high learning expectations providing them with the quality education they deserve. Furthermore, as a person of color, it is important to me that students of color have an educator that is a true professional role model. Being in a position to lift them up and empower them is extremely satisfying.

**Being burnt out.** The fourth theme is experiencing a period where the teacher candidate or veteran teacher felt burnt out. It was evident that the motivational level nor the efficacy levels of the individuals made a difference in the level of stress or anxiety the participants experienced. All of the participants felt burnt out at one point or another. This experience of being burnt out is significant because each participant gave their illustration of how they were able to encourage and motivate themselves to push through the period of being burnt out. F9 stated: "I have never experienced feeling burnt out. This is mostly because I know I still have 15 years of working. So, I do not even let that be a thought."

**Job security.** The fifth theme that was found among all of the participants is the sense of job security that their role as an educator provided for them. This provided insight into what job security means to the participant. For all the participants, the aspect of job security was in

knowing that there will always be a need for teachers. Therefore, they feel as though they will always be able to find and maintain a job as an educator. This theme is highly correlated with the extrinsic motivational level.

**Family influence.** The sixth theme was commonly found among 8 of the 14 participants. Many of the participants enjoyed the schedule of the educator because it allows them to be able to have more time with their families, therefore making it more appealing. For the participants that they do not have a family of their own, they were influenced by family members who formerly or currently serve as an educator.

**Prior teaching experience.** The seventh and final theme presented in the study was found prevalent among all of the participants. Prior teaching experiences among the participants ranged from adolescent experiences with younger students to unpaid teacher cadet roles to be an assistant or pertinent contribution to a family member who was an educator. This theme is highly correlated with the intrinsic motivational level.

### **Discussion of the Results in Relation to the Literature**

The findings from the case study are aligned with the literature and provides evidence that validates what previous researchers have discovered. In addition, there are factors that the results present that are different from what the previous findings contributed to teacher motivation. These similarities and differences are discussed.

**Self-determination theory.** When a person is self-determined, they exhibit behaviors that show that they are motivated. This form of motivation could be expressed through both intrinsic and extrinsic motivation (Pulfrey, Darnon, & Fabrizio, 2013). All of the participants have expressed a form of being self-determined to be educators. Various accounts of this was evident in their recollections of the experiences that they have gone through in their

undergraduate and professional teaching experiences. For some, it was the level of excitement that they witnessed in their students that gave them the drive that they needed. Then, for others it is the desire to be in a career that allows them to have both job security and time to spend with their families.

**Organismic integration theory.** Organismic Integration Theory is a subcategory of the Self Determination Theory that serves as a guiding factor for extrinsic motivation. This is because it uses academic self-motivation to help understand this form of motivation on a deeper level. Teachers contribute to this not only through the grades, but the feedback associated with them. Students who are motivated by grades and the associated feedback are extrinsically motivated to continue to earn the same marks. Therefore, their academic self-motivation is activated, ultimately creating a drive for success. Drive that can be transferred to accomplishing other goals, both personal and academic (Raufelder et al., 2016). The results of the study indicated that there are just as many extrinsically motivated teacher candidates as there are veteran teachers. External factors do not always have to be monetary and in this theory, the students are externally motivated by grades. Current and aspiring educators can benefit from this theory because it will allow them to put more into their grading techniques, strategies, and feedback. They will be able to identify the students who are self-motivated by academics and provide more insightful and in-depth feedback that will then increase the drive that the student has for learning.

**Self-efficacy.** Self-efficacy is evaluated in three components: student engagement, instructional strategies, and classroom management. It is ideal that a teacher should be confident in all three components. However, the results from the study shows that most teachers are more confident in one area or the other, but not two or more.

The dominant self-efficacy belief for extrinsically motivated teachers are in their student engagement abilities. The findings of this study could shed light on future research in the self-efficacy beliefs and capabilities of educators all over the world. The level of self-efficacy that an educator has of their abilities influences the types of outcomes that occur among students as well as the plan that they develop to carry out these outcomes (Klassen, 2012). When they are confident in an area, they will also be confident in the plan that correlates with this strength. The participants in this study were assessed on their student engagement, instructional strategy, and classroom management efficacy skills. Each group proved to be feel more confident on area over the other. Collectively, the teacher candidates were equally confident in all the areas than the veteran teachers.

**Citizenship behaviors.** The self-efficacy beliefs of an educator can be identified in the citizenship behaviors that they exhibit towards their students. Often times, the levels of self-efficacy are developed as a direct result of the interactions that the teacher has had with students. If positive behaviors are displayed, then it will have a positive effect on the students. (Christophersen et al., 2015). The open-ended interviews provided the participants the opportunity to share their experiences and interactions with students. For some of the participants, their recollection of their experiences gave insight to the citizenship behaviors that they have displayed towards their students. This display of citizenship behaviors also serves as a way of connecting and motivating students beyond the point of contact. For a lot of the participants, they were motivated to enter the field of education because of behaviors that were displayed from their previous teachers.

F16 stated:

The biggest reason that I chose to become an educator was because of personal experiences from past teachers. This made me want to do the same.

**Environmental factors.** Research shows that teaching is among one of the most stressful career paths and cause many detrimental effects, including leaving the field altogether (Klassen et al., 2013). One of the prominent environmental factors among the participants was the experience of being burnt out. There are many stressful factors that can lead to any educator being burnt out. Knowing what motivates teachers can be prominent in the quest to lessen the teacher shortage. The analysis of the environmental factors presented in this study showed that teachers are motivated by the following intrinsic factors: making a connection with students, prior teaching experiences, and an innate satisfaction. They are also motivated by the following extrinsic factors: job security and family influence. Research also showed that the level of self-efficacy an educator has will also be evident in the way that they handle and react to the environmental factors that they are faced with. The higher the self-efficacy, the more tolerant and error free the teacher is. On the other hand, the lower the self-efficacy, the less satisfied they are with their overall role as an educator (Senler, 2016).

F6 professed:

I did not enter the field of education as a fallback career. I have always wanted to be a teacher and have a passion for helping children. With that said, had I known going into the profession that teachers were severely underpaid and overworked, I might have considered a different career. I honestly had no idea my career would be so challenging. An internship does not give you true exposure to all the other “stuff” that comes along with being a teacher.

**Goal orientation.** Goal orientation helps to provide insight into the thought process of an individual. When given a task, the frame, focus, and approach is considered and analyzed to determine the best approach. If there is not a meaningful rationale for performing a task, this fully lessens the chances of it getting done or accomplished possible. Individuals who are goal oriented have a positive relationship with intrinsic motivation, because they are driven by the challenge and the persistence that is needed to meet the goal (Cerasoli & Ford, 2014). Many educators are drawn to the field because they perceived and understood that there were challenges in the educational realm that needed to be met. Having these challenges in mind, they felt confident that they had what it would take to overcome this challenge. For many, it first began with the need that they realized within themselves when they were children.

**Motivation.** The results from this study support the literature regarding extrinsically motivated teachers. Twelve of the 21 participants are more extrinsically motivated to enter the field of education. It can also be speculated that this could be the motivation that keeps them in the field as well. Motivation is evaluated in terms of intrinsic and extrinsic factors. Intrinsic motivation can be identified as a positive evaluation of an activity as a result of the feelings experienced completing it. Extrinsic motivation can be identified through the drive to receive and obtain external rewards and acknowledgments (Spinath & Steinmaur, 2012). Motivation is a powerful tool that can be used to encourage an individual to strive for a goal and remain persistent until it is accomplished. Educators are all too familiar with finding ways to motivate their students to want to learn. Then, they find ways to keep the students motivated to use what they have learned in a meaningful way. Many of them may not have considered how they are motivated when they think about remaining diligent to their role and continuing throughout the

school year. If more educators were aware of how they are motivated and the impact that it has on their role as an educator, they may experience less periods of being burnt out.

**Participative leadership.** When an individual makes a conscious decision to share their level of influence with another person, this is best identified as the participative form of leadership. Educators all over the world sign up for this form of leadership when they enter the field. Education is a collective entity that requires many roles to accomplish the overall goal (Sagnak, 2016). The participants within this study specialized in different areas of study and taught different aged students. Each area of specialization helps the other area. The math teachers prepare the students for the numerical world, which also sets the foundation for the scientific knowledge that they will acquire. This is the same for the elementary education teachers who teach the smaller kids, which sets the foundation for the middle grade teachers, who prep them for the secondary teachers.

### **Limitations**

Case study research designs allow the researcher to understand the meaning behind the motivational levels and self-efficacy beliefs of the participants. Data collected from this study also proved viable, because it provides insight to why teachers are motivated to enter the field of education. It also sheds light on their self-efficacy belief systems and how they have a positive relationship with their motivational levels. In addition, the experiences from each of the participants are personal accounts of the environmental factors that have played a significant role in their positions as potential and current educators. As a result, the information presented serves as a means for soliciting other potential educators into the field. The study was also limited in confidentiality as it relates to the method in which the interest letters were administered.

Since the interviews did not last long, this also limited the study in the in-depth responses that could have been gathered if the interviews were longer. Multiple measures to ensure confidentiality were employed, but there was nothing stopping the teacher candidate participants from communicating with each other regarding the study since they were included on a mass email distribution list. However, the veteran teachers were sent an individual email versus on mass email so their confidentiality from each other was kept. The possible communication among the teacher candidates could be considered as a possible limitation to the study. The timeframe for conducting the study also presented a limitation. Since it mostly occurred during the summer months, much of the allotted time for collection was during a period where students were not at school. Collecting data during the summer months is not ideal unless the researcher has direct contact and frequent interactions and accessibility to the research population. Many of the students were home for the summer breaks. As a result, they may not have made the participation and completion of the study a priority. If the study was initiated during a time where the students were in school, then this may have increased the likeliness that more students would have participated.

### **Implication of the Results for Practice, Policy, and Theory**

The findings from this case study research design may be utilized within current and future educational practices. The results of the study imply that there are more extrinsically motivated teacher candidates and veteran teachers than there are intrinsically motivated teachers. These findings can be used as a guide and starting point for developing and implementing extrinsically motivated initiatives to market and recruit for the field of education. It also suggests that extrinsically motivational levels and self-efficacy beliefs in student engagement have a positive relationship with each other. The individual experiences, backgrounds, and knowledge

base of both the intrinsically and extrinsically motivated educators share common themes about their experiences.

Those shared themes include: a connection to the students that they have come into contact with, socioeconomic status having no economic bearing on their decision to enter the field, having an innate satisfaction for their role in the profession, experiencing being burnt out, the job security the position provides, family influence, and prior teaching experiences playing a contributing role in their decision to enter the field of education. These themes serve as a strength for motivating individuals to enter the field of education. The implications from this study can be further practiced if the prominent motivational level, self-efficacy in student engagement, and common themes can be assessed by higher educational institutions all over the world as a means of encouraging individuals to not only enter but remain in the field of education. This information is pertinent because it allows higher education administration and figures of authority to evaluate their teacher preparation programs to determine if these needs are met. It will also serve in the same capacity for school districts and the Department of Education to assess the formal teacher evaluation systems to determine how these aspects can be integrated into the evaluation process. In contrast, the areas assessed from the study that were not prominent can be critiqued as well to create a strategy for creating a balance so that educators can be equally motivated and confident in their student engagement, instructional strategies, and classroom management abilities. The purpose of this research is to bridge the gap between teacher shortages in hopes of encouraging more individuals to enter the field of education.

Ultimately, the results from the study can serve as a valuable contribution to the field of education in means of recruiting more teachers and helping them to become more confident in their student engagement, instructional strategy, and classroom management abilities. This is

especially pertinent since college professors, directors, and school administrators supervise, teach, and evaluate teachers, therefore the results proved to be valuable as they move forward with their practices. The findings from this research can impact the practices of teachers and administrators and instructional policies, because it allows researchers to consider a different outlook and approach for motivating educators to enter and remain in the field of education. As a result, it can possibly lead to changes in educational policies that directly impact students and teachers and how they pursue instructional strategies, student engagement, and classroom management.

Initially, the framework—attachment theory—emphasized that there are more educators who are intrinsically motivated than there are extrinsically motivated educators. Within the sample of participants for this study more were extrinsically motivated to enter and remain in the field of education. However, no matter how motivated they are, there are still common factors that unite intrinsically and extrinsically motivated educators. Those factors include, but are not limited to being burnt out, job satisfaction, feeling connected to the field, and job security.

### **Recommendations for Further Research**

A descriptive case study research design was used to explore the impact of motivation of teacher candidates and veteran teachers. Qualitative data showed that these educators are more extrinsically motivated and find strength in their student engagement abilities. A case study research design was used to explore the environmental factors that many of these educators may have experienced to contribute to their motivational levels. The analysis of these responses showed that teachers of both motivational levels share the following: a connection for their students, socioeconomic status not having a bearing on their decision, being innately satisfied,

experiencing being burnt out, job security, family influence, and prior teaching experiences that contributed to their decision to enter the field of education.

The results from this study provide insight that there is a need for further research to continue to explore motivation as it relates to educators. Further research can be used a guiding factor in motivating potential teacher candidates to enter the field of education. The extrinsic motivational factors can be used a way to appeal to the external needs of aspiring educators. A recommendation for further research would be for the data collection period to last for a longer period. If this were a study that followed students for a period of a year or more then it would have a more extensive insight to the firsthand experiences that the participants underwent throughout the process. It would also allow the researcher to use the Teacher Self Efficacy Scale as a pre and post assessment. In doing so, the researcher would be able to determine if there was a change in their confidence levels as they continued to go through more field experiences or in their clinical teaching experiences.

Additionally, this would also allow the researcher to have interviews that were longer and asked more open-ended questions to elaborate and provide more in-depth to understanding of the phenomenon. The researcher could interview the participants more than once to establish and validate any potential patterns in their motivational levels. This could also be valuable if the study followed teacher candidates as they complete their first or even second official year of teaching post undergraduate graduation. It would also be beneficial to the study if the researcher included participants that have left the field of education to compare their motivational levels and self-efficacy beliefs to those that are still in the field. In doing so, any possible differences and similarities could be analyzed. It would also determine if there was a vast difference in the environmental factors that led to them leaving the field of education altogether. It is also

recommended that teacher preparation programs begin implementing a curriculum that guides and teaches the teacher candidates on how to cope and deal with stress and being burnt out. In doing so, the candidates will be better equipped to foresee, cope with, overcome, and even prevent some of these periods of being burnt out from occurring. Formal teacher evaluation programs could also benefit from implementing workshops that allow new educators to have a form of support for each other as they overcome obstacles.

It is not uncommon for teacher preparation programs to have their students to complete field observations after they have completed a certain number of hours first. However, if the students are presented with earlier opportunities this can create an advantage for them. In addition, teacher preparation programs can implement opportunities for teacher candidates to make connections and enhance their self-efficacy beliefs and skills sooner in the program. It is also recommended that the research be expanded to measure areas that are not included in the efficacy skills of the participants. The Teacher Efficacy Scale evaluates the efficacy of the student engagement, instructional strategy, and classroom management, but there is no evidence to support the subscales as it relates to student outcomes. If multiple forms of data was collected to support each subcategory, it would make the study more meaningful and insightful to the participant and their current practices. It will also allow them to reflect on how they can strengthen and maintain a desirable level of efficacy in all three categories.

## **Conclusion**

“To be motivated is to be moved into action” (as quoted in Teken, 2015, p. 1096). It is anticipated that the results of this study will not only bring awareness of motivation and its impact on teachers, but that it will motivate educators, legislators, and policymakers to put an action plan to motivate teachers into the field as well as to remain in the field of education.

The purpose of this study was to compare the motivational levels and self-efficacy beliefs of teacher candidates and veteran teachers to determine the impact they have on their decision to enter the field of education. The case study aspect of the study allowed participants to serve as a voice for themselves and other educators as they provided insight into the lives and perceptions of educators.

In addition, the information provided using the scales will aid in increasing the awareness and understanding of the role that motivation plays as it relates to educators and the way that they are motivated and their perceptions of their abilities. The findings of the study were shared with the Director that they could use the information to provide an understanding of the experiences that the teacher candidates currently experiencing or have experienced. From there, they can brainstorm strategies, interventions, and professional development opportunities to provide support for these candidates in these areas.

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## Appendix A: Academic Motivational Scale

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

- |                        |                         |                                |
|------------------------|-------------------------|--------------------------------|
| 1: Does not correspond | 2: Corresponds a little | 3: Corresponds moderately      |
| 4: Corresponds         | 5: Corresponds a lot    | 6: Corresponds more than a lot |
| 7: Corresponds exactly |                         |                                |

### WHY DO YOU GO TO COLLEGE?

1. Because with only a high-school degree I would not find a high-paying job later on.

1      2      3      4      5      6      7

2. Because I experience pleasure and satisfaction while learning new things.

1      2      3      4      5      6      7

3. Because I think that a college education will help me better prepare for the career I have chosen.

1      2      3      4      5      6      7

4. For the intense feelings I experience when I am communicating my own ideas to others.

1      2      3      4      5      6      7

5. Honestly, I don't know; I really feel that I am wasting my time in school.

1      2      3      4      5      6      7

6. For the pleasure I experience while surpassing myself in my studies.

1      2      3      4      5      6      7

7. To prove to myself that I am capable of completing my college degree.

1      2      3      4      5      6      7

8. In order to obtain a more prestigious job later on.

1      2      3      4      5      6      7

9. For the pleasure I experience when I discover new things never seen before.

1      2      3      4      5      6      7

10. Eventually it will enable me to enter the job market in a field that I like.

1      2      3      4      5      6      7

11. For the pleasure that I experience when I read interesting authors.

1      2      3      4      5      6      7

12. Once had good reasons for going to college; however, now I wonder whether I should continue.

1      2      3      4      5      6      7

13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.

1      2      3      4      5      6      7

14. Because of the fact that when I succeed in college I feel important.

1      2      3      4      5      6      7

15. Because I want to have "the good life" later on.

1      2      3      4      5      6      7

16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

1      2      3      4      5      6      7

17. Because this will help me make a better choice regarding my career orientation.

1      2      3      4      5      6      7

18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.

1      2      3      4      5      6      7

19. I can't see why I go to college and frankly, I couldn't care less.

1      2      3      4      5      6      7

20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

1      2      3      4      5      6      7

21. To show myself that I am an intelligent person.

1      2      3      4      5      6      7

22. In order to have a better salary later on.

1      2      3      4      5      6      7

23. Because my studies allow me to continue to learn about many things that interest me.

1      2      3      4      5      6      7

24. Because I believe that a few additional years of education will improve my competence as a worker.

1      2      3      4      5      6      7

25. For the "high" feeling that I experience while reading about various interesting subjects.

1      2      3      4      5      6      7

26. I don't know; I can't understand what I am doing in school.

1      2      3      4      5      6      7

27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.

1      2      3      4      5      6      7

28. Because I want to show myself that I can succeed in my studies.

1      2      3      4      5      6      7

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Évelyne F. Vallières, 1992

## Appendix B: Teacher Self Efficacy Scale

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

Nothing (1 or 2); Very Little (3 or 4); Some (5); Quite A Bit (6 or 7); Great (8 or 9)

1. How much can you do to get through to the most difficult students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

2. How much can you do to help your students think critically?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

3. How much can you do to control disruptive behavior in the classroom?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

4. How much can you do to motivate students who show low interest in school work?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

5. To what extent can you make your expectations clear about student behavior?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

6. How much can you do to get students to believe they can do well in school work?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

7. How well can you respond to difficult questions from your students ?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

8. How well can you establish routines to keep activities running smoothly?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

9. How much can you do to help your students value learning?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

10. How much can you gauge student comprehension of what you have taught?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

11. To what extent can you craft good questions for your students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

12. How much can you do to foster student creativity?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

13. How much can you do to get children to follow classroom rules?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

14. How much can you do to improve the understanding of a student who is failing?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

15. How much can you do to calm a student who is disruptive or noisy?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

16. How well can you establish a classroom management system with each group of students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

17. How much can you do to adjust your lessons to the proper level for individual students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

18. How much can you use a variety of assessment strategies?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

19. How well can you keep a few problem students from ruining an entire lesson?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

20. To what extent can you provide an alternative explanation or example when students are confused?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

21. How well can you respond to defiant students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

22. How much can you assist families in helping their children do well in school?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

23. How well can you implement alternative strategies in your classroom?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

24. How well can you provide appropriate challenges for very capable students?

(1) (2) (3) (4) (5) (6) (7) (8) (9)

### **Appendix C: Open-Ended Interview Questions**

1. What role did your impact or influence towards students play in your decision to become an educator?
2. Were you aware that teachers who teach in Title 1 schools are eligible to have their loans forgiven after a certain period? If so, did this have any influence on your decision to become an educator?
3. In what socioeconomic class would say that you are in? Do you feel that this has any influence on your decision to become an educator? If so, how?
4. Does the role of being an educator seem satisfying to you in any way? If so, how so?
5. Have you felt burnt out at any point through your undergraduate pursuit? If you are a veteran teacher, have you felt burnt out at any point throughout your career? If so, how did you overcome this?
6. Was your decision to enter the field of education based on teaching being a fallback career? If so, what career did you initially want to pursue? What factors led to you switching to education?
7. When it comes to job security as an educator, which aspect of job security appeals to you the most?
8. Do you have a family of your own or plan to have one? If so, did this have any influence on your desire to become an educator?
9. Have you had any prior teaching experience that influenced your decision to enter the field of education?

## **Appendix D: Statement of Original Work**

The Concordia University Doctorate of Education Program is a collaborative community of scholar-practitioners, who seek to transform society by pursuing ethically-informed, rigorously- researched, inquiry-based projects that benefit professional, institutional, and local educational contexts. Each member of the community affirms throughout their program of study, adherence to the principles and standards outlined in the Concordia University Academic Integrity Policy. This policy states the following:

### **Statement of academic integrity.**

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

### **Explanations:**

#### *What does “fraudulent” mean?*

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a candidate’s final work without full and complete documentation.

#### *What is “unauthorized” assistance?*

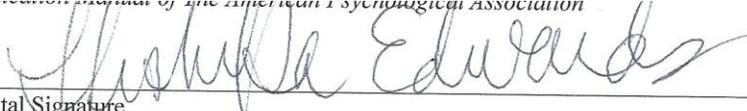
“Unauthorized assistance” refers to any support candidates solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:

- Use of unauthorized notes or another’s work during an online test
- Use of unauthorized notes or personal assistance in an online exam setting
- Inappropriate collaboration in preparation and/or completion of a project
- Unauthorized solicitation of professional resources for the completion of the work.

**Statement of Original Work (Continued)**

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University–Portland Academic Integrity Policy during the development and writing of this dissertation.
2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.

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