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Psychological Needs Satisfaction in Teaching: A Mixed Methods Analysis on the Impact of Evaluation Systems on Teacher Intrinsic Motivational Outcomes Using Self-Determination Theory

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A Dissertation submitted to the Education Faculty of Lindenwood University in Partial fulfillment of the requirements for the degree of

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Dr. Kelly Dickinson, Dissertation Chair — 07/28/2023 (Date)

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college of university course or degree.

Matthew John Gaglio

Signature: 

Date: 07/28/2023

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Abstract

The purpose of this study is to examine the relationships between psychological need satisfaction, motivational regulators, and intrinsic motivational outcomes regarding teacher evaluation systems related to the self-determination theory. The study consisted of 144 participants from two school districts and 18 school buildings. Confirmatory factor analysis and structural equation modeling showed that psychological need satisfaction positively predicted autonomous motivation and in turn, positively predicted enjoyment and pressure, while also negatively predicting value. Psychological need satisfaction also negatively predicted controlled motivation with autonomy and competence, but positively predicted relatedness. Controlled motivation positively predicted enjoyment, but negatively predicted pressure and value. Twenty participants were interviewed and a thematic analysis concluded two main themes: Teacher evaluations do not hold value for teachers and evaluations do not increase motivation. Thematic analysis also concluded four subthemes: (a) autonomy and peer competence promoted value and enjoyment, (b) relatedness improves all motivational indexes and adds value, (c) evaluations do not increase pressure, and (d) improvement plans do not influence motivation. These findings can help provide insight into how teacher evaluation systems could change for the better, giving teachers a greater sense of value and motivation and increasing teacher retention.

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Chapter One: Introduction

The purpose of this mixed methods study was to examine the motivational process in teacher evaluations using self-determination theory (SDT) and to examine the differential effects of the three psychological needs within SDT: autonomy, competence, and relevance. As illustrated in the literature review, research has been conducted on related topics within the educational community; however, these studies focus on student motivation. Teacher motivational outcomes in regard to evaluations remained largely unanswered prior to this study.

General Statement

Throughout the past few decades, educational reform has been at the forefront of school issues. Historically, most efforts to improve instruction focused on one or two isolated components, aiming to improve instruction through professional development, better curriculum, more teacher education, or a combination of those components (Cohen et al., 2017). Specifically, measures of effective teaching and how evaluations are conducted are continually changing. Student test scores now dictate whether schools attain accreditation, get financial benefits from federal or state government education agencies, or if schools need to change visions and missions to increase achievement. School districts seek to achieve competitive standardized test scores, aligning resources to produce outcomes to improve weak schools and changing how classroom teaching and professional developments take place (Pont et al., 2008). Accountability measures and practices have an impact on both the ways and means by which societies approach their educational systems (Ydesen & Andreasen, 2014). Some school districts have taken the approach of merit-based payments related to evaluations, placing pressure on teachers to

get their students to achieve highly on standardized testing, while others have placed extra emphasis on incorporating effective performance improving strategies within classrooms. Despite the diversity within each bold new strategy to improve student learning outcomes, the focus in evaluations diverts away from the humans doing the job. The outcome of every factor leads to the same conclusion: teachers are not happy or motivated, so they leave the profession. Teachers are experiencing turnover at such a rate that norms are being rearticulated and reestablished rather than refined and deepened. Cocreated forms of authority rooted in interpersonal respect are nearly impossible to maintain under such conditions, so schools become rigid places focused on fear where neither students nor teachers want to be (Santoro, 2018). The U.S. Department of Education's (2014) National Center for Education Statistics (NCES) School and Staffing Survey (SASS) results indicate that the most significant reasons teachers leave the procession are "personal life factors" (38.4%) and "other factors" (20.5%), broad categories that do not provide a refined description for teacher attrition. Despite the absence of refined reasons, these results indicate that low-salaries and a lack of fitness for the job are not the specified reasons for teachers leaving, despite what many outside of education may think (Santoro, 2018). Further research in this area is needed to uncover what factors contribute to educational attrition and educational turnover.

Additionally, reasons for why teachers initially enter the field must also play a factor into the fragility of professional longevity. Several scholars have argued that supervision represents a key element in student teachers' personal and professional development (Caires & Almeida, 2007). Moreover, research has shown that faculty support is positively related to graduates' perceptions of teacher education preparation,

their teaching commitment, and their entrance into the teaching profession (Stokking et al., 2003). This type of understanding lends its support to SDT, which corroborates that psychological validity stems from feelings of competence and relatedness amongst peers.

Furthering the importance of psychological validity in terms of relatedness and competence, the teacher evaluation system's inherent subjectivity plays a role. Subjectivity within the evaluation can lead to an unfair assessment of teachers, causing unsatisfactory professional evaluations for some but not others. Varying definitions of what effectiveness means in the evaluation process can cloud what outcomes are desired in the system. A new emphasis has been placed on the evaluation systems for teachers, focusing on retention for those who achieve, and termination or intense improvement measures for those that do not.

With the emergence of the SARS CoV-2 (COVID) pandemic, mental health and well-being soared to the forefront of concern for all stakeholders in education. The impact of COVID on students of all ages shows up in self-study habits, sleeping habits, daily fitness, subsequent effects on weight, social life, and mental health (Chaturvedi et al., 2021). However, important changes have not occurred within the realm of teacher evaluations that address the mental health of teachers. The U.S. Bureau of Labor Statistics (2022) indicates that in September of 2022 alone, K-12 education lost more than 21,000 workers, and overall, there are 309,000 fewer teachers and educational staff nationwide than there were pre-pandemic.

While many studies have largely focused on teacher efficiency from the employer perspective, focusing on working conditions or productivity, De Stercke et al. (2015) argue that happiness is the key to keeping teachers satisfied in the workplace. Happiness,

more commonly referred to as “well-being” in the field of positive psychology, is key to keeping new teachers in the workplace for the simple reason that its pursuit improves everyone’s existence, universally (Gun & Gadanecz, 2022). There are considerable gaps within the framework of SDT concerning teacher satisfaction and motivation. However, Taylor and Ntoumanis (2007) produced an understanding that teachers can influence student self-determination in a positive way by utilizing self-determining strategies in the classroom. The resultant study’s implication posits the capability of administrative influence on positive teacher self-determination.

Statement of Problem

A lack of understanding in how the teacher evaluation system and the educational environment in general impacts teacher motivation and psychological actualization creates a problem for teacher retention and the educational systems’ stability. There is little research to suggest solutions in helping teachers to become psychologically satisfied and therefore intrinsically motivated in the long-term. Studies have indicated that there are methods included within SDT that have positive impacts on human behavior, specifically on the continual intrinsic motivation and psychological satisfaction of students within the educational system (Wang et al., 2019). Additionally, studies show that individuals are similarly impacted by superiors who do not show their own intrinsic motivation or are guided by external motivational factors (Pelletier & Vallerand, 1996). The specific problem is that the evaluation system was not designed to determine its impact on teacher psychological satisfaction or motivational impacts, regarding their value within the teaching profession. Studies conducted focus on student motivational impacts; however, research shows a distinct gap in the impact on teachers.

Some publications offer hypothetical situations regarding how predetermined characteristics of a superior will impact a recipient of a lesson, showing evidence that individuals beyond the scope of students within a classroom can be directly influenced motivationally by others (Wild et al., 1997). Additionally, Wang et al. (2019) examined the motivational process and differential effects of the three psychological needs, autonomy, competence, and relatedness, within SDT on classroom students in Singapore. The results of this study found that the three psychological needs positively predicted enjoyment and value and negatively predicted pressure. Psychological needs satisfaction was found negatively associated with controlled motivation, and controlled motivation positively predicted pressure but was negatively associated with enjoyment and value (Wang et al., 2019). This study looked to apply similar parameters to the educational world, targeting the administrator and evaluation system's impact on teacher motivation and satisfaction.

Purpose of the Study

The purpose of this mixed methods study was to develop a theory on how the teacher evaluation systems and processes impact teacher motivation and satisfaction. This study was developed with prior research conducted by Wang et al. in 2019, and Taylor and Ntoumanis in 2007. The aim was to understand how the innate intrinsic motivation and psychological needs of teachers were affected by the controlled motivation of teacher evaluations and administrators. Additionally, this study surveyed teachers to determine the overall impact of both controlled motivation and autonomous motivation on teachers' enjoyment, value, and pressure to teach. The researcher determined the impact of teacher evaluation systems on teachers' innate intrinsic motivation inventory, relating to

enjoyment, value, and pressure, with the relationship of psychological needs of autonomy, competence, and relatedness. The researcher determined if there is a relationship between controlled motivation and autonomous motivation on need satisfaction of intrinsic motivation. The motivational types or behavioral regulations studied, in accordance with SDT, were intrinsic, introjected, identified, and external. The study aimed to provide evidence to support whether controlled or autonomous motivation associated with evaluations has a positive, negative, or zero impact on teacher motivation. Similar research was conducted that evaluates motivational strategies within the classroom relating to student needs outcomes; however, no research found related that idea to teachers within evaluations (Wang et al., 2012; Taylor & Ntoumanis, 2007). Existing research explored evaluation systems' impact on teachers, but none found explained the impact on specific types of motivation. By completing this mixed methods study, the researcher sought to accomplish the following: interpret autonomous motivation's impact on teachers' psychological needs satisfaction and therefore their own motivation; interpret controlled motivation's impact on teachers' psychological needs satisfaction and therefore their own motivation; evaluate which types of behavioral regulation positively impact enjoyment, value, and pressure; evaluate which types of behavioral regulation negatively impacts enjoyment, value, and pressure.

This study used confirmatory factor analysis (CFA) to examine the factorial validity of latent variables within the educational community using an online survey administered to teachers who have experienced the evaluation process. Teachers who completed the survey also had the option to complete a structured interview, providing more insight on their survey answers. Interviewing teachers who have gone through the

evaluation process provided additional reasoning and explanations behind motivational and satisfaction experiences.

Importance of the Study

The results of this study could cause a reexamination of future evaluation processes in education. Additionally, professional development for administrative evaluators and strategies evaluators can pursue to increase needs satisfaction and outcomes could be impacted.

Theoretical Framework

Human motivation has been studied for decades, basing contemporary theories on philosophies dating as far back as the ancient Greeks (Steers et al., 2004). SDT emerged as a foundational structure that connects innate motivation characteristics with perceived causality and motivational outcomes. SDT is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation (Ryan et al., 1995). To summarize, SDT affirms that all humans possess some level of intrinsic motivation, manifesting in varying capacities. In the 30 years following the initial SDT studies, five mini-theories were developed to address different, though related, issues: the effects of social environments on intrinsic motivation; the development of autonomous extrinsic motivation and self-regulation through internalization and integration; individual differences in general motivational orientations; the functioning of fundamental universal psychological needs that are essential for growth, integrity, and wellness; and the effects of different goal contents on well-being and performance (Deci & Ryan, 2002). Although

the predominant experimental procedures involve laboratory experiments with assigned scenarios to produce outcomes, various studies around SDT used applied research with field experiments and clinical trials to address significant social issues (Deci & Ryan, 2002). The educational environment and teacher evaluation system's effects on general motivation and the satisfaction of psychological needs of teachers is the focus in this study.

By applying the needs of teachers through the principles of SDT, the teacher evaluation system can be analyzed. The primary evaluation systems for this study focused on the Missouri Department of Elementary and Secondary Education's (DESE) summative evaluation report. In this document, teachers were evaluated around nine standards: content knowledge aligned with appropriate instruction, student learning growth and development, curriculum implementation, critical thinking, positive classroom environment, effective communication, student assessment and data analysis, self-assessment and improvement, and professional collaboration (DESE, 2022). These standards were the basis for what the school districts within this study focused on in their own evaluative structures. Teachers also reached an indicator rating ranging from ineffective, minimally effective, effective, and highly effective (DESE, 2022). Since DESE only outlines what it deems necessary to evaluate teachers within the state, districts have the option to adapt their own forms of evaluation within differing districts. This important amendment helped determine which school districts were considered for this study.

Studies on motivation within the workplace were performed in many differing capacities; however, Foucault's (1975) study on internalization of behavior related to

authority and avoidance of discipline shows that a person can easily convert to norms within a system. This type of internalization, however, does not promote autonomous motivation, which is the key component to achieving intrinsic motivation and a more psychologically satisfied person (Deci et al., 1991). In an effort to track motivation outcomes, Goudas et al. (1994) studied motivational regulations, attributing intrinsic, identified, introjected, external, and amotivation as a perceived causality. This perceived locus of causality (PLOC) established that self-perceptions of the reasons for behavior are differentiated along a continuum of autonomy that contains identifiable gradations (Ryan & Connell, 1989).

Attributing the aforementioned studies to the educational system, Wang et al. (2019) conducted a study with students that examined the relationships between need satisfaction, motivation, and outcomes, as well as the differential effects of the three psychological needs. Comparing psychological needs satisfaction and PLOC for motivation in order to predict the internal motivation outcomes allowed researchers to justify the use of more external or internal motivational efforts. The study found that there was a negative association with controlled or external motivation and satisfied psychological needs, while autonomous motivation led to greater value and enjoyment, with less pressure (Wang et al., 2019). In Taylor and Ntoumanis' (2007) study on physical education students, multilevel growth models revealed that students' perceived competence and self-determined regulations were the most consistent predictors of teacher-attempted, self-regulated strategies. Thus, both studies imply that more autonomous motivational strategies or regulations have a positive impact, whereas more controlling strategies and regulations have a negative impact.

To track how social or environmental situations affect motivation, Wild et al. (1992) performed a qualitative study tracking the motivational impact of extrinsically and intrinsically motivated targets on recipients of lessons. Participants who were taught a skill by an extrinsically motivated, paid target, reported lower interest in learning and lower task enjoyment than those taught by an intrinsically motivated volunteer target, despite receiving identical lessons and learning the same material (Wild et al., 1997). In an additional study, targets who received a lesson by a perceived extrinsically or intrinsically motivated target were then tasked to teach the same skill to another recipient, resulting in lower levels of interest, task enjoyment, and positive mood 'infecting' the recipient (Wild et al., 1997). Related studies have also focused on how to establish an internalized motivation using various types of support systems within social situations. Reeve et al. (1999) conducted a study on teachers' motivation style in terms of disposition to control or support student autonomy. When compared to their controlling counterparts, autonomy-supportive teachers showed a distinctive motivating style, as measured by their conversational behaviors, interpersonal style, and successful attempts to support students' intrinsic motivational and internalization processes (Reeve et al., 1999). These studies focused on the applications for individuals within a research environment or for students; however, the samples did not include subsequent impact on teachers in the results. This study looks across the educational system towards teacher motivation and satisfaction.

Rationale

The theoretical principle for this study was based upon the idea that participants were certified, full-time employees who received evaluations through their district's

teacher evaluation system. Teachers who were not on evaluation cycle still participated. Teachers in their first year who had not yet had a completed formal year-long evaluation process were excluded from the study. Of those who completed the survey, an option was given to volunteer for an interview, in order to discuss further logic behind survey results. Participants were recruited by way of school district-issued emails containing the survey link. Emails were sent by school staff members, not school administrators, to protect the participants from bias. The individual school districts asked to participate in the study had similar evaluation systems that focused on the core principles within DESE: content knowledge, student learning growth and development, curriculum implementation, critical thinking, positive classroom environment, effective communication, student assessment and data analysis, self-assessment and improvement, professional collaboration (DESE, 2021).

The researcher began by using aspects of confirmatory factor analysis (CFA) to examine factorial validity of survey questions issued in previous studies and associated with this research study (Wang et al., 2019; Taylor & Ntoumanis 2007). This process allowed latent variables to be tested and compared, which would otherwise be difficult to interpret. The researcher was able to tell which indicator affected which factor, or latent variable with CFA. Cronbach's Alpha, range, means, standard deviations, skewness, and kurtosis were concluded using the information gathered through the survey. Additionally, bivariate zero-order correlations aided in validating the relationships between data collected in CFA. These data were then used to form a structural equation model (SEM) that showed correlations within the data. This SEM highlighted individual relationships and their level of impact with each individual variable. A thematic analysis was used to

identify a thematic pattern during interview responses. These patterns were then used in coordination with quantitative data to provide a depth of impact of each of the variables. The thematic analysis served to further understand the latent variables of motivation, enjoyment, pressure, and value. Approximately 309 full-time teachers worked in district one. Approximately 321 full-time teachers worked in district two. These school districts all shared similar teacher evaluation systems under DESE's teacher evaluation protocols, in addition to similarities in socioeconomic, demographic, and performance data. Surveys were issued to as many full-time staff members as possible. Given a rate of survey completion that did not fully encompass every employee within the identified districts at a margin of error at 10% and a confidence level of 95%, a sample range of 80 to 200 employees sufficed.

According to Canon (2023), for populations under 1,000, a minimum ratio of 30% is advisable to ensure representativeness of the sample. Baseline criteria for participation included having completed at least one full year-long evaluation cycle. Therefore, the survey immediately concluded for any participants who indicated they were only in their first year of teaching. If participants concluded this accurately described them, the survey concluded once that question was affirmatively answered. More details about the specific design of the study are provided in Chapter Three.

Research Hypotheses and Questions

Hypothesis 1: There is a relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator.

Hypothesis 2: There is a relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulation as mediators.

Hypothesis 3: There is a relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediators.

Hypothesis 4: There is a relationship between the teacher's perception of enjoyment and autonomous motivation.

Hypothesis 5: There is a relationship between the teacher's perception of value and autonomous motivation.

Hypothesis 6: There is a relationship between the teacher's perception of pressure and autonomous motivation.

Hypothesis 7: There is a relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator.

Hypothesis 8: There is a relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulation as mediators.

Hypothesis 9: There is a relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediators.

Hypothesis 10: There is a relationship between the teacher's perception of enjoyment and controlled motivation.

Hypothesis 11: There is a relationship between the teacher's perception of value and controlled motivation.

Hypothesis 12: There is a relationship between the teacher's perception of pressure and controlled motivation.

Research Question 1: How does autonomy, relatedness, and competence within the teacher evaluation system impact a teacher's sense of value, pressure, and enjoyment?

Research Question 2: What impact do the extrinsic controls of strict monitoring, poor evaluation results, and improvement plans in the teacher evaluation system have on teacher innate intrinsic motivation?

Definition of Terms

Amotivation **-** A complete absence of self-determination; no intrinsic or extrinsic reasons for participation (Deci & Ryan, 2002).

Autonomous Motivation **-** Emerges from one's sense of self and is accompanied by feelings of willingness and engagement, acting with a sense of choice and volition (Stone et al., 2009).

Autonomy - The perceived origin or source of one's own behavior (Ryan & Connell, 1989).

Basic Psychological Needs Theory – Describes the effects of external consequences on internal motivation. Specifically focused on competence and autonomy while examining how intrinsic motivation is affected by external forces (Riley, 2016).

Competence - Feeling effective in one's ongoing interactions with the social environment and experiencing opportunities to exercise and express one's capacities (Deci & Ryan, 2002).

Confirmatory Factor Analysis - A specific type of structural equation modeling that deals with measurement models; the relationships between observed measures or indicators (test items, test scores, behavioral observation ratings) and latent variables or factors (Brown & Moore, 2012).

Controlled Motivation - To act with the feeling of pressure because of a coercive demand or a seductive offer (Ryan & Connell, 1989).

Enjoyment - Drawn to activities because the activity itself is appealing and fulfilling (Deci & Ryan, 2002).

External Regulation - Represents behaviors that are controlled by external means, such as rewards or external authority (Vansteenkiste et al., 2006).

Identified Regulation - When behaviors are freely chosen by individuals because they are personally important to them. Source of motivation is feelings of 'want' rather than 'ought' (Vansteenkiste et al., 2006).

Intrinsic Motivation - When an individual chooses to engage in an activity for its own sake, whether for interest, pleasure, or satisfaction (Ryan & Deci, 2017).

Introjected Regulation - When behaviors that are only partially internalized and which are performed out of guilt avoidance or ego enhancement (Wang et al., 2019).

Pressure **-** Feelings of being controlled or not allowed to behave in a certain way; less autonomous (Deci & Ryan, 2002).

Race to the Top **-** Federal incentives to states willing to systematically reform teaching and learning. An emphasis on college and career readiness (US Department of Education, 2017).

Relatedness - Feeling connected to others, to caring for and being cared for by those others, to having a sense of belongingness both with other individuals and with one's community (Baumeister & Leary, 1995).

Self-Determination Theory - Human motivation and personality that concerns people's innate growth tendencies and innate psychological needs (Deci & Ryan, 2002).

Structural Equation Modeling - Measures variables and latent structures with factor analysis and multiple regression analysis (Korstanje, 2021).

Thematic Analysis **-** A method for identifying, analyzing, and reporting patterns or themes within data (Pearse, 2019).

Value **-** The feeling of importance and support (Deci & Ryan, 2002).

Limitations

An assumption for this study was that the data on teacher motivation as a result of evaluations can be used to formulate a theory. Another assumption was that all participants, both in survey and later interviews, answered questions honestly and completely. Motivation models from previous studies have historically used closed settings for research with staged situations to provide data. This study assumed that similar data can be gathered outside of controlled research settings or within an educational setting.

A delimitation of this study was that the participants were volunteers from a small grouping of educators within midwestern United States. A larger and more diversified grouping of school districts' teachers may provide more insight into how teachers are affected by evaluation systems. A study that compares districts from all socioeconomic enrollment variances, administrative roles, or teacher experience levels within multiple districts may provide commonalities and differences with teacher impact. Additionally, the interview sample did not represent an equal cross section of the survey population because more teachers from one district volunteered than the other district. Despite the slight skewedness of the volunteer pool in one district over another, there were volunteers from both districts total.

Another delimitation of this study was that teachers who are first-year teachers within the profession were excluded from participation. Considering the timing of the survey, teachers in their first year may experience aspects of the evaluation system and would be able to provide input, however various aspects of the evaluation system were yet to be concluded, such as summative observations and complete assessment feedback. Findings may not be applicable across districts, since many school districts provide first-year teachers with mentoring and new teacher trainings differently. Also pertaining to the timing of the survey, inherent motivation may be higher or lower depending on other variables outside the scope of the study. Fantasies about leaving the profession, feelings of emotional or physical exhaustion, anxiety, irritability, depression, and less commitment or dedication to the work can increase as the academic year continues (Farber, 1984).

A limitation of the study is that volunteers from the survey were also given the opportunity to volunteer in the formal interview process after completing the survey. Since participation in the interview was voluntary and more of a time commitment than the virtual survey, many survey participants may not feel compelled to volunteer a second time.

Having worked in education for 14 years, the researcher likely had some unconscious and conscious biases from his workplace experience. The literature review conducted for this study and summarized in Chapter Two may also provide some biases. Literature reviews are often performed before conducting research; however, they may not be complete, with additional literature reviews added to further investigate the resulting theory (Urquhart, 2013). Literature review bias must not allow the force-fitting of data into the existing theory (Urquhart, 2013).

Summary

This study sought to understand how the motivation and psychological needs of teachers were affected by evaluation systems, administrative control, and other influential environmental factors within the educational system. Most previous works on motivational influences do show results in a wide facet of applications, however, after extensive review of the literature, the researcher found no study that completed a comparative analysis of types of motivation behind teacher evaluation systems on teacher motivation and satisfaction.

Chapter Two is a comprehensive review of the literature on motivation. In Chapter Two, the primary topic discussed is the gap in literature related to motivation for teachers in relation to evaluation methods using SDT, internalization causalities and

influences, and motivational outcomes. How this study fills those gaps in understanding is also a primary component. In Chapter Three, the topics discussed include the research design and specific details of how the study was conducted. The remaining chapters focus on the research conducted for this study, with data delineation and interpretation results provided in Chapter Four, and an interpretation of the findings in Chapter Five.

The results of this study could reenergize teachers mentally and emotionally, so they regain the motivation needed to be effective and impactful teachers. This study could also prove to be the building block for more comprehensive and effective teacher evaluation systems.

Chapter Two: Review of Literature

Teacher evaluations have been a prominent topic within education, involving many perspectives and inputs over the past decades. These outside inputs have caused a schism in what is considered best practice. Outside disciplines such as psychology, sociology, neuroscience, behaviorism, cognitivism, and constructivism all have theories as how to best educate and what to emphasize within education (Picciano, 2017). However different the theories may be, one thing is consistent among them all: teacher evaluations should support positive impactful instructional strategies that increase student learning outcomes. Much research has been done that showcases strategies evaluators can take to evaluate teachers (Clipa, 2015). However, there is no evidence of a single best practice for teacher evaluations.

Arguments can be made as to what categories are best to include in a teacher's personal evaluation. Many categorical decisions lean towards the ultimate goal of increasing student performance and standardized test scores. Evaluations show if a teacher can harness student motivation and increase student attention, the result is positive student learning goals. However, little or no research conducted studies on the impact of the evaluation system itself on teacher motivation. Without motivated teachers, students will not have motivation modeled for them. The purpose of this study is to understand how teacher evaluations impact the innate intrinsic motivation and psychological needs of teachers.

This chapter will expand on the understanding of existing research of the teacher evaluation system at its core, by examining the evaluation system's history and expanding on how evaluation system decisions impact the teacher's motivations within

education. The researcher will explore different models of evaluations, both in formatting and growth outcomes. Lastly, the researcher will explore the ideas behind Self-Determination Theory and various psychological needs behind intrinsic motivation.

Management Practices Behind Evaluations

Human resource management (HRM) decisions drive the core principles of teacher evaluations. For decades, teacher evaluation protocols in schools are used as a HRM practice to hold teachers accountable and help them develop professionally (Tuytens et al., 2020). It is ultimately up to the human resource department to keep strong teachers and remove poor or unimpactful teachers from classrooms. Organizational interests are best served when human resource policies and practices are designed to contribute to the ability, motivation, and opportunities of employees as HRM outcomes (Tuytens et al., 2020). Many factors go into what a human resource department values within their district. Public opinion, new trends in educational practices, and new points of emphasis can create pressure on a school district to perform. Race to the Top (RttT) incentivized states to require school districts to prioritize accountability in teacher evaluations (Ingersoll et al., 2018). Scores over standardized tests created a hierarchy for schools, even within districts, competing for ranks, funding, and clout. The celebration of high scores is associated with students, while the blame for low scores falls on teachers. Accountability has spurred considerable research on the relationship between teacher evaluations and personnel decisions (Donaldson & Firestone, 2021). Increased debate on what points of emphasis evaluations use to judge a teacher's worth vary district to district, and state by state. However, pertaining to the human resource perspective, leaders use evaluations to hold teachers accountable by employing evaluation data to

make retention, tenure, and promotion decisions more efficiently (Donaldson & Firestone, 2021). The overall goal is to retain teachers that are effective and remove those that are not.

History of Teacher Evaluations

Teacher evaluations are shaped by societal norms and points of emphasis at any given time and reflect the developmental country's agenda. Ydesen and Andreasen (2014) claim "manifestations of school accountability differ significantly between different national settings. Furthermore, accountability measures and practices have an impact on both the ways and means by which societies approach their educational systems" (p. 1). Depending on what agenda is emphasized, teacher evaluations change with them. Even focusing solely on the American educational system, evaluations mimic what is emphasized in larger society (Ydesen & Andreasen, 2014). What is encouraged and emphasized in teacher evaluations today is not what was emphasized a decade prior. What was emphasized a decade ago is not what was emphasized when the organized educational system was first established.

In the early 18th Century, the American clergy was at the forefront of education. Religion not only served as a means for uniting ideas but also became prevalent in what educational decisions were made. Puritanical, religious education was at the forefront of society in America. Furthermore, at that time, clergymen were often the most educated and well-read groups in society (Marzano et al., 2011).

During the early part of the 19th century, there was an increased push for teachers to gain an expertise in their respective subject matter. Subject matter expertise was something that the traditional clergy did not have, lessening the impact of religion in

public education. This change welcomed "the dawning of the awareness that pedagogical skills are a necessary component of effective teaching" (Marzano et al., 2011, p. 13). Pedagogy became the forefront of teacher evaluations, forming the base for what teacher evaluations are today. Even before a teacher receives a contract from a school district, they must show pedagogy and content knowledge to a level that exceeds that of their peers.

In the latter portion of the 19th century to the early 20th, two prominent methodologies took hold in education. One school of thought was governed by John Dewey, who proposed that education should be run like a democracy, where students learn according to their interests (Pring, 2007). The other school of thought came from Fredrick Taylor, who took a more scientific approach, stating that there was only one best way to perform a task, and everyone who attempted that task should learn that best way (as cited in Ireh, 2016). In Taylor's methodology, efficiency can be more easily measured, and workers can be held accountable (as cited in Ireh, 2016). Therefore, education from this point forward revolved around task completion (Marzano et al., 2011). However, many of the tasks needing to be accomplished revolve around observable points, such as accomplishing physical tasks and turning in assignments in a timely manner. During this time there were more studies being conducted on effective teaching, ushering in the way we see teacher evaluations today (Marzano et al., 2011).

Since that time, numerous publications on effective teaching strategies have guided how teacher evaluations are conducted today. Furthermore, a greater understanding of how students learn best and strategies educational systems can take to maximize learning outputs have become common practice. The burden of effectiveness

transferred from students to teachers and those that evaluate teachers. Danielson (2007) states that a framework for teaching should encourage self-reflection and assessment, observations of experienced teachers, mentor and induction, pre- and post-observation meetings, and define what good teaching is. Much of what evaluations are today includes data-driven decisions and highly documented observations.

Evaluator's Role in Teacher Evaluations

Ultimately, anyone who has studied or written about the teacher evaluation system has an opinion on the purpose. Generally, the purpose of a teacher evaluation system is to provide concrete feedback to the educator to facilitate positive improvements that meet the needs of students within the classroom (Donaldson & Firestone, 2021). Recent interest has focused on teachers' pedagogical content knowledge. A broader view was that teachers' specialized knowledge included the domains of portraying curriculum content, containing student behavior, enlisting student participation, and exposing students' thinking to guide their actions (Donaldson & Firestone, 2021). There are many domains within evaluation frameworks, with different districts emphasizing the importance of varying domains. The difficulty, however, is integrating teacher evaluation accountability and developmental functions (Hamilton et al., 2008). Pressure is placed on teachers to perform and to garner student academic growth. However, in many schools, the evaluation facilitator avoided scrutiny despite being a pivotal piece in effective teaching.

Teacher evaluations facilitate instructional improvement if evaluators understand teaching and the evaluation system. Teachers and evaluators must trust each other and have opportunities to develop social capital regarding instruction, as well (Donaldson &

Firestone, 2021). Establishing trust is a crucial piece to a productive relationship between evaluator and teacher, however many evaluators do not put much emphasis on this as a goal. People perform well when they not only have the necessary skills and knowledge, but also when they want to do the job (Tuytens et al., 2020). Putting value in teachers through the evaluation system is a humanistic approach that is essential for a positive relationship. Studies that document educators' perceptions of strong evaluation systems indicate that teachers want evaluators to invest time in providing them feedback (Tuytens et al., 2020). When evaluators show their employees that despite any observed inadequacies, evaluators are ready and willing to aid in positive development, teachers will respond well and establish trust. An evaluator who scrutinizes and punishes will not receive positive results from their staff. The best characteristics of quality teachers should be reflected in the chosen teacher evaluation model (Ford & Hewitt, 2020). The best teachers are able to manage a classroom, showcase their pedagogical content knowledge, and have a deeper understand of curricular objectives. When a need for improvement occurs, an evaluator needs to select what areas need improvement, show the teacher why changes are necessary, and help guide the teacher through the improvement process.

Problems with the Evaluation System

Although there are a multitude of teacher evaluation systems utilized throughout schools today, many lack important details that not only hinder their wider acceptance but discredit the intentions behind the evaluative process (Putman et al., 2020). Many teacher evaluation systems historically include only two rating levels, satisfactory and unsatisfactory, with almost all teachers earning the former (Putman et al., 2020). The binary approach to evaluations limits the feedback a teacher receives, only highlighting

glaring issues within teaching and allowing for satisfactory teaching to continue. Evaluation approaches must consider the very thing they were designed to judge, effective teaching. Well-designed evaluations that are formative, as well as summative, are aligned with curricula, consider cultural variables, are focused on higher-order thinking skills, have timely turnaround of results, and can be useful tools that support effective teaching (Warring, 2015). Adding multiple factors of evaluation methods will not only provide specific feedback as to where growth is necessary but will also build a rapport with the evaluator and teacher.

The building administrator who conducts the evaluations for teachers must establish themselves with pedagogical content mastery and content knowledge for the subjects they oversee. Although some principals hold specific expertise, they are generally not known for their content knowledge (Steele et al., 2017). A rapport must be built with the teachers being evaluated for a productive and honest evaluation to occur. When trust is not established, there will be difficulty in the teachers accepting evaluator criticism. For principals who first build teachers' trust, a key component of social capital, provide increased teacher motivation and strong systems of support (Liu & Hallinger 2018). Not only does an evaluator need to establish an understanding with the teachers, also understanding how criticism or praise should be discussed in an evaluation meeting is important. Many principals' communication about evaluation activities with teachers tend to occur in large-group, formal settings (Steinberg & Donaldson, 2016). For honest conversations to occur, principals need to establish a routine setting where meetings and observation data can be discussed honestly. Erasing the peer-to-peer judgement that comes with evaluations is an important step in establishing trust of the evaluator and the

evaluative process. Furthermore, evaluations should highlight the importance of the principal's ability to coach teachers by effectively structuring interactions with teachers, listening to their concerns, communicating information, and making recommendations (Reinhorn et al., 2017). An important premise that will be discussed later in this chapter is the concept of teacher input within their own evaluations. Autonomy and ownership of the teaching and learning process will only serve to increase acceptance and buy-in of the evaluation process, something that many evaluation systems leave out. Many systems are largely didactic, promoting little exchange of ideas among teachers and, thus, little opportunity to draw on or generate social capital (Gonzalez & Firestone, 2013).

Going beyond the evaluator's role in the evaluation process, the concepts of external control and judgement on a human's sense of self, something where pride is present, needs to occur in a careful way. Omitted variable bias is where any given teacher's predicted value is influenced partly by factors other than the teacher themselves (Baker et al., 2013). A teacher that gets an evaluation based on student test scores may see high results one year and sub-standard results the following, simply due to their student enrollment. Judging a teacher on their worth with variables that fluctuate annually is an imperfect system. Teacher evaluations based on observed state test outcomes are only slightly better than coin tosses at identifying teachers whose students perform unusually well or poorly on assessments of conceptual understanding (Rothstein, 2010). To get the best outcome of a teacher evaluation, there must not be an overwhelming amount of improvement categories emphasized. An evaluator must know where the biggest needs are and focus on those first. The cognitive conflict between what one knows how to do and what one wants to do, provides motivation to learn, but that such

dissonance must be optimal; too much and the teacher will avoid the situation, too little and the teacher will not care (Opfer & Pedder, 2011). Underwhelming feedback or unimportant feedback will not promote positive growth, while too much feedback and an overwhelming amount of growth will cause a teacher to simply continue how they operate as usual.

When studying evaluative methods to develop the best possible system, the archaeological method of understanding led to the largest gains. Using an archaeological approach allowed analysis beneath the consciousness of individual subjects and defined a system on conceptual possibilities that determined the boundaries of thought in a given domain (Gutting & Oksala, 2018). Examining the current state of things and drawing conclusions backwards as to why they are the way they are is a method used to develop deeper understanding. Digging below the surface of evaluations now and seeing how society has impacted change and encouraged differing evaluative tools and strategies will help uncover what practices are best and what are just trendy today.

Potential Improvements to Evaluation Systems

Despite both foundational and psychological issues with the educational evaluation systems, research conducted suggests strategies that, if incorporated correctly, will increase acceptance and accuracy of evaluations. According to the National Council of Teacher Quality, student surveys provided a rich picture of teacher effectiveness in class, which added value (2021). Teachers also showed preference to student input more than evaluator input (Kuh et al., 2006). With a limited window of opportunity for evaluators to accurately view classrooms and witness teacher effectiveness through observations, using student input on effectiveness can shed light on what matters most in

the classroom. The weight of student opinions should matter as a piece of the overall evaluation puzzle, but few districts incorporate this method (Kuh et al., 2006).

Another improvement deals with professional development. Many professional development sessions throughout the course of an academic year serve only as checking off boxes for school districts and do not serve an actual developmental purpose (Taylor, 2020). Professional developments should be tied to evaluations for teachers, forming clear pictures on how to improve in specific identified areas and sessions can be customized to the individual needs of the teachers (Putnam et al., 2020). This change to evaluations will put an individualized spin on the process, taking something that normally is one size fits all and creating individualization, thus increasing buy-in.

Feedback showed an important piece for improvements in evaluations. The process of feedback identified specific and individual pieces of information and showed positive actions or areas for improvement. Constructive, detailed feedback and coaching, accompanied with a conference, created a sense that the evaluation system improved teaching practices, especially when teachers received frequent observations and feedback (Prado Tuma et al., 2018). The information provided from a high frequency evaluative observation rate created a more personalized feeling, giving both teachers and evaluators a sense of ownership in the process of improvement, while also providing actional feedback and a rich source of information for teachers (Putnam et al., 2020). When evaluators entered the classroom occasionally throughout the year, pressure increased and the process-initiated stress, hindering the climate of the school. Increasing the frequency of observations will decrease foreignness of the evaluative feeling, increase trust with the

evaluator, and help provide a stronger sense of acceptance for criticism (Putnam et al., 2020).

Docile Bodies Approach to Evaluations

In pursuing a deeper understanding behind the motivation that drives educational professionals' choices in teacher evaluations, multiple theoretical and philosophical thinkers such as Marzano (2011) and Danielson (2007) rose to the top. Theories on the psychology behind human behavior helped drive the investigation. The first theorist with applications on evaluation theory is Michel Foucault (1995). Studying Foucault's (1995) work on subjugated peoples, or docile bodies, a comparison could be made to teachers within the education system. Foucault (1995) defined docile bodies as a group so used to being watched continuously that their discipline becomes internalized. Internalized discipline aids in the functionality of systems, such as prisons and businesses, but will hinder the core principles that guide educational systems. Educational systems thrive on the work of the teachers within the classroom that stimulates a desire to achieve within their students. Foucault (2003) further explained that a body that is docile may be subjected, used, transformed, and improved. The docile body was easily converted to the norms of the systems in which the subject operated but there was a limitation on free thought and flexibility in creativity.

Schools can create this docile body subjugation within their teaching staff by using the teacher evaluation system as a punitive instead of professional growth platform. There are three components of constructing docile bodies: hierarchical observation, normalized judgements, and examination (Bowdridge & Blenkinsop, 2011). Examination is a combination of hierarchical observation, meaning that someone is being observed,

and normalized judgements, meaning that someone is trying to say there is one way to do something (Bowdridge & Blenkinsop, 2011). As stated previously, even the modernized teacher evaluations leaned towards an approach that promoted frequent observations and a normalized way of teaching. The foundation of education taught to future teachers rested in the idea that learners gather knowledge in a multitude of ways, a spectrum involving visuals, audio, movement, differentiation, and modifications. To try and harness how an educator should teach this wealth of learning styles with only a few methods discussed at a post-observation meeting with an evaluator is a practice of futility. Furthermore, the idea that students and teachers learned independently from one another was obscure. When students were highly motivated, they tended to stay engaged longer, acquired knowledge in a more coherent form, applied their knowledge more often, and achieved higher academic performance over the long term (Reeve, 2009). Motivated students learned with more efficiency.

Self-Determination Theory and Psychological Development

The second theorists that hold applicable philosophical potential to teacher evaluations, and whose theoretical framework is the basis of this research study, are Edward Deci and Richard Ryan (2002). Deci and Ryan (2002) developed and refined the idea of Self-Determination throughout many research studies. “The field of psychology is quite widely divided on the issues of inherent tendencies toward psychological growth, a unified self, and autonomous, responsible behavior” (p. 4). In self-determination theory (SDT), one must first understand that there is a balance of intrinsic and extrinsic motivation within everyone. However, SDT began by embracing the assumption that all individuals had natural, innate, and constructive tendencies to develop an ever more

elaborated and unified sense of self (Deci & Ryan, 2002). According to SDT, intrinsic motivation is innate. That motivation is what moves individuals to think, act, and develop (Riley, 2016). To drive intrinsic motivation is to allow the individual to develop at a more efficient and deeper level. Goal directed behaviors are driven by three innate psychological needs: autonomy, the need to feel ownership of one's behavior; competence, the need to produce desired outcomes and experience mastery; and relatedness, the need to feel connected to others, in every human being (Ryan & Deci, 2000). SDT conceptualizes psychological needs as essential nutrients that are required for optimal functioning, growth, and well-being. The importance of psychological need attainment was based on the basic psychological needs theory, which stated people are motivated to satisfy these needs because they are considered essential for self-growth, social development, and personal well-being (Deci & Ryan, 1985; 1991). A deeper understanding of SDT will produce an outcome of what conditions and processes enhance performance, increase persistence, and facilitate growth. SDT also specifically addresses the social and environmental factors that facilitate verses undermines intrinsic motivation. If these psychological needs are thwarted, intrinsic motivation will be undermined (Liu et al., 2013). Conversely, if the psychological needs are met, there will be more ingrained intrinsic motivation present.

Vallerand and Losier (1999) suggest that relationships between needs satisfaction and outcomes are mediated by different types of motivation. This postulation is reinforced by Deci and Ryan's (1991) theory that motivation outcomes mimic intrinsic motivation, reinforced by four types of regulatory processes. Intrinsic regulation is when an individual chooses to engage in activity for its own sake. The interest, pleasure, and

satisfaction of the action drives the behavior (Deci & Ryan, 1991). Identified regulation consist of behaviors that are freely chosen by individuals because they are personally important to them. Although still extrinsic in nature, identified regulation is relatively volitional and in this sense approximates intrinsic motivation (Vansteenkiste et al., 2006). The result of intrinsic and identified regulation combined forms an autonomous motivation composite. The more these regulatory structures repeat and interact, the more likely an individual's behavior will stem from intrinsic motivation.

The remaining two regulatory reinforcements operate under a controlled scenario, which forms less intrinsically motivated regulations and more, externally motivated regulations. Introjected regulation are only partially internalized behaviors, which are performed out of guilt avoidance or ego reinforcement (Sheldon et al., 2004). There is a desire to succeed not because of internal accomplishment but instead a desire to acclaim outward status and praise, or to avoid disappointing an outside party. Introjection is a partial internalization of regulations that are not fully accepted as one's own. External regulation is completely controlled by external means, such as rewards or external authority (Sheldon et al., 2004).

Integration, however, is a much fuller internalization in which people identify with the importance of the behavior and synthesize its regulatory process with other aspects of their self (Williams, 2002). They have fully accepted the regulation as their own. An example of this difference occurs in healthcare. If a patient is diagnosed with heart disease of other health issues that need immediate lifestyle changes, and introjected internalization occurs, the patient will not perform the necessary health changes, unless continually reminded by the doctor (Williams, 2002). However, if full integration of the

recommended lifestyle changes occurs within the patient, internalization of the proper actions and then a decrease mortality rate can occur. Like healthcare, education can use this concept to aid in the motivation and encouragement of academic behaviors with teachers. Combined, intrinsic, identified, introjected, and external regulations form a controlled motivation composite.

Autonomy

The first identified psychological need pertaining to SDT is autonomy. Autonomy in the sense of SDT is often confused with, or melded together with, the concept of independence. This would mean not relying on external sources or influences. Autonomy is not independence. The SDT view considers there to be no necessary antagonism between autonomy and dependence (Deci & Ryan, 2002). To be autonomous means to feel volitional or willing to engage in a behavior, whereas to be independent means to act without reference to or support from another (Ryan, 1993; Ryan & Lynch, 1989). The premise of volition is proceeding a behavior with proper knowledge of the variables involved in the decision's outcome, not the absence of support or advice in a decision. Instead, autonomy in SDT is defined by a sense of choice, acknowledgement of feelings, or an opportunity for self-direction, which enhances intrinsic satisfaction (Deci & Ryan, 1985). There is a self-determined freedom of choice and an aversion to being controlled by an external entity. To become fully autonomous, according to SDT, self-regulation must lead to continuous behavioral internalization. This is the result of turning external regulatory processes into internal regulatory processes (Schafer, 1968).

Autonomous support can be provided by supporting an individual's sense of choice, and being responsible for thoughts, questions, and ideas in a form of self-

direction. Relating this to the educational realm, teachers can be autonomy supportive or more control-oriented toward their students. Applying an autonomy supportive role compared to a control-oriented role as an educator leads to a more positive impact on students with higher self-esteem (Deci et al., 1981).

Competence

The second psychological need involved in SDT is competence. Competence and autonomy work in a similar vein of SDT and rely on each other for full assimilation. A sense of competency allows people to feel more confident in their decisions and are willing to work on tasks more autonomously. Competence comes from successful experiences and overall positive feelings about an activity (Deci & Ryan, 1985). The ability to perform a task adequately and control the outcome is the root of competency. The need for competence leads people to seek challenges that are optimal for their capacities through activity. It is not an attained skill or capability, but rather a sense of confidence and effectiveness in action (Deci & Ryan, 2002). The feeling of competence can range from a completed task on a video game to a successfully built do-it-yourself project. The more often a person experiences competence in their activities, the more likely they are to take ownership and continue to perform similar tasks with more internal motivation and joy. There is a confidence and effective interaction with one's social and physical environments.

Competence in education takes the form of students ready for a challenge because they have had success in previous related activities. Students are competent when they feel able to meet the challenges of their schoolwork (Niemiec & Ryan, 2009). Continued success allows students to feel competent in their studies and therefore more autonomous

when a new task is assigned. The same structure can be put into place for teachers and how they are evaluated. Educators that are thought of as incompetent risk losing their employment and have a decreased value in their daily tasks. The teacher evaluation process seeks to identify imperfect aspects of a teacher's practice and strategize methods to increase performance.

Relatedness

The third psychological need involved in SDT is relatedness. In SDT, relatedness is feeling connected to others, caring for and being cared for by others, having a sense of belongingness both with other individuals and with one's community (Baumeister & Leary, 1995). Relatedness is not concerned with attainment of a certain outcome or formal status. Instead, it is the respect and trust a relationship can garner that boosts intrinsic motivation. It is the psychological sense of being with others in secure communion or unity. According to Deci and Ryan (2002), experiencing mutual reliance and respect is at the heart of the relatedness need. It is about feeling connected, sharing a mutual goal, or being in a relationship for the long haul (Deci & Ryan, 2002). The threat of firing, downsizing at a job, or failures in meeting the satisfactory levels for employment are the direct threats to relatedness' innate psychological need attainment.

In the educational setting, relatedness drives much of the connectivity to students and their teachers. Connection increases engagement in classrooms, with positive relationships improving graduation rates and student test scores (Stanley & Plucker, 2008). Establishment of relationships within education is key to educational reform. Value and practice internalization generally occurs when people feel, or desire to feel, connected and belonging. In the classroom, relatedness is deeply associated with a

student feeling that the teacher genuinely likes, respects, and values him or her. “Students who report such relatedness are more likely to exhibit identified and integrated regulation for the arduous tasks involved in learning, whereas those who feel disconnected or rejected by teachers are more likely to move away from internalization and thus respond only to external contingencies and controls” (Niemiec & Ryan, 2009, p. 139).

Relatedness will also aid the teacher evaluation systems, helping create a sense of community amongst staff and administration. The possibility of negative relatedness occurring increases if there is competition amongst staff for rewards, bonuses, or positive affirmation in a community setting. All too often, educators introduce external controls into learning climates, which can undermine the sense of relatedness between teachers and students and stifle the natural volitional process in high-quality learning (Niemiec & Ryan, 2009).

Educational Relationships with SDT

Deci and Ryan (2002) continually state the need for exclusivity within input variables to gain internalized motivation. “Everywhere we see signs of divided functioning, of inner conflict and lack of concern with responsibility and community” (p. 198). The struggle on whether the controlled motivation should dictate actions compared to the innate motivational feelings is a difficult hurdle to successfully jump. “The product of these internal struggles form fragmented, saturated, and diversely populated identities that are imputed by the social world” (Deci & Ryan, 2002, p. 198). So much of the educational system revolves around the needs of society. Many decisions within education are dictated by business statistics, data analytics, and data-driven decision making (Stobierski, 2019). Additionally, much of the educational system relies on

rewards and celebrations of achievement, largely extrinsic variables of motivations. Too often educators introduce external controls, close supervision and monitoring, and evaluations accompanied by rewards or punishments into learning climates to ensure that learning occurs (Niemiec & Ryan, 2009). Concerning SDT, external motivation or controlled motivation will only serve to inhibit intrinsic motivation. This practice occurs within classrooms, where educators attempt to coerce students into academic accomplishments through external rewards or praise. Such practices reflect both external pressures on teachers and/or the beliefs of instructors that motivation is better shaped through external contingencies of reinforcement than by facilitating students' inherent interests in learning (Niemiec & Ryan, 2009). The main concern is that learned behaviors within SDT rely on internalized motivation through enforcement of autonomous motivation, autonomy, competence, and relatedness, not external controls.

Theoretical Oppositions to SDT

Despite SDT having a legitimate claim on how internalized motivation influences psychological factors, other theoretical and behavioral psychologists think differently. This analysis would be remiss if other widely accepted notions of behavioral internalization were left out. Behavioral internalization is the basis for how many professional improvements are made, especially concerning evaluative measures. Opponents to constructs concerning growth and integration have been operant behaviorists who assume there is no inherent direction to development and suggest that behavioral regulation and personality are a function of reinforcement histories and current contingencies (Skinner, 1953). This argument counters the idea of inherent motivation that guides behaviors, to a point. While SDT states that innate intrinsic

motivation exists, it does not exclude the impact of extrinsic input as an important modifier of behaviors. An understanding that external variables and controlled motivation influence behavior is accepted and used in research. Additionally, many of the concepts within SDT seek to reinforce the concept that the innate behaviors within motivation can be reinforced by external factors that positively impact psychological factors within motivation. Contemporary social-cognitive approaches portray personality not in terms of a self-unifying system, but rather a collection of selves or self-schemas that are activated by cues (Bandura, 1989). Despite arguing against innately regulated motivation, Bandura's ideas also reinforce the importance of external variables' impact on already internalized behavior.

Educational Application of SDT

There is an established connection between student motivation and positive learning outcomes (Wang et al., 2019). This thought has structured how the educational system looks to best produce positive outcomes. When students are highly motivated, they tend to stay engaged, persist longer, acquire knowledge in a more coherent form, apply their knowledge more often, and achieve higher academic performance over the long term (Deci & Ryan, 1994; Reeve, 2009). Educational policies throughout school districts refer to harnessing students' love of learning or desire to achieve, while also trying to reward effort and ensure engagement. Individuals have a disposition toward autonomy, called Autonomous Causality Orientation (ACO), which varies between individuals. A high ACO reflects a generalized tendency toward pursuing opportunities for self-determination (Reeve et al., 1999). In an effort to understand why some individuals need less motivation to pursue tasks while some lack motivation, studies

unearth what efforts must be put into place to spur action. The basic issue concerns whether people can feel self-determined in the face of these situational influences (Sheldon, 2012).

An important study conducted on over 1500 students throughout 10 secondary schools in Singapore combined the motivational processes discussed previously with autonomy, competence, and relatedness found in SDT. Wang et al. (2019) examined the motivational processes in the classroom and the differential effects of three psychological needs within SDT. Wang et al. (2019) hypothesized that when students' psychological needs were satisfied, they were positively related to autonomous motivation, and in turn would lead to higher enjoyment and value, and lower pressure. Three psychological needs would be negatively related to controlled motivation. Controlled motivation was positively related to pressure but negatively to enjoyment and value. The premise of this study dived into the idea that when students were given appropriate levels of challenges within the daily educational setting, they created a system for learning within themselves. When challenges arose that were out of their comfort zone, they had the necessary support systems created that aided in meeting those new expectations. This structure increased the motivation for students to succeed academically. When teachers see motivated students, they too become more interested in teaching (Wang et al., 2019). It was important to combine the motivational processes of need satisfaction, motivation, and outcomes with the multivariate relationships of needs and associated outcomes.

The study used a survey system to determine the degree of satisfaction of students' three psychological needs by responding to a prompt with the stem, "How do you feel when you are in class" (Taylor & Ntoumanis, 2007, p. 747). There were

approximately five items for each section, regarding the student's need for autonomy, student's need for relatedness, and student's need for competence. Additionally, motivational regulations were reported using an adapted Perceived Locus of Causality (PLOC) section (Goudas et al., 1994). This section identified regulatory levels of intrinsic motivation, identified regulation, introjected regulation, and external regulation. Finally, there was an additional section that surveyed Intrinsic Motivation Inventory (IMI). Students' levels of intrinsic interest outcomes such as perceptions on enjoyment, value, and pressure during learning were measured (McAuley et al., 1989). This study linked the core points within each of the pertinent theories to ultimately measure what variables increased intrinsic motivation overall. The IMI was grouped with intrinsic motivation and identified regulation into the category of autonomous motivation, and introjected regulation and external regulation into the category of controlled motivation.

SDT has been widely adopted in understanding and predicting motivation in the classroom, theorizing that intrinsic motivation is enhanced when satisfaction of three psychological needs of autonomy, competence, and relatedness are achieved (Wang et al., 2019). This study found that the results supported the hypothesized model in that three psychological needs positively predicted autonomous motivation, and in turn positively predicted enjoyment and value and negatively predicted pressure. On the other hand, psychological need satisfaction was found negatively associated with controlled motivation. Controlled motivation positively predicted pressure but was negatively associated with enjoyment and value (Wang et al., 2019). These results are important in that they describe individual need satisfaction and not just a general overview of need satisfaction. Most of the previous studies lumped the three psychological needs into one

latent factor, overall need satisfaction. In doing so, the effects of each need on motivation and outcomes will be marked (Standage et al., 2005). Another important takeaway from the study found that relatedness, one of the most overlooked of the psychological needs, proved to be among the strongest predictors of autonomous motivation (Standage et al., 2005). Deci and Ryan (2017) have included the relationship motivation theory (RMT) as the latest of the mini theories of SDT, recognizing relatedness as a core psychological need in its own right. An important limitation noted from this study found that some researchers suggest that the frustration of these needs would be more detrimental than low need fulfilment (Vansteenkiste & Ryan, 2013). Future studies should consider need frustration and need dissatisfaction.

Research into need satisfaction of SDT highlighted that autonomy and competence needs are essential for the maintenance of intrinsic motivation (Deci et al., 1994). Studies that attempt to find relationships between motivation, psychological needs, and PLOC aid in the understanding of how students learn. Despite many points of research on student growth, a gap in research exists in how teachers interact with their educational surroundings. Students are given countless opportunities to achieve using strategies based off motivation, but few study the focus on teacher motivation or deterioration of that motivation.

However, looking further into the study of teacher motivation regarding schooling, Taylor et al. (2010) sought to understand antecedents within teacher motivation. Teachers reported the use of three motivational strategies (providing meaningful rationale, providing instrumental help and support, and gaining an understanding of the students) were predicted by perceived job pressure, perceptions of

student self-determination, the teachers' autonomous orientation, psychological need satisfaction, and self-determination to teach. The ability of a teacher to utilize motivational and autonomous teaching strategies relied on their ability to be motivated and autonomous themselves. Factors that influence teacher motivation may also indirectly affect their motivational strategies towards students (Taylor et al., 2010). Teacher wellness and perceptions of value are characteristics that directly impact how they teach, so a school district must focus on those areas to facilitate student growth. Most of the emphasis on student growth relies on teacher professional development, teacher methods, and teacher pedagogy, where other studies show that to get growth, teachers as people must be satisfied. Teachers indicated that school-related factors such as their own performance evaluations, time constraints in lessons, and pressure from the school administration to conform to certain teaching methods affected their use of motivational teaching strategies (Taylor et al., 2010). Many new teaching methods that schools put into place rely on teachers to fully integrate information without the necessary development or instructional opportunities that will build confidence to initiate the method. This erodes a teacher's confidence to teach new information.

Compounding the issue, teachers who are evaluated feel undue pressure in situations where new curriculum or teaching methods impact classroom student growth. Teachers being responsible for student performance standards and conforming to certain teaching styles may undermine teachers' psychological needs and may lead to low teacher self-determination motivation (Baard et al., 2004). Perceptions must also be considered as they relate to variables within the study bound by limitations. The process for how variables relate and the strength and direction of that relationship impact research

results. Testing the hypothesis that teachers' perceptions of class average self-determination predict the teachers' reported levels of use of the motivational strategies (Taylor & Ntoumanis, 2007). A study performed by Baron and Kenny (1986) sought to understand the relationships between predictor variables within a study and their impact on the outcome variables. These variables discussed were given the title moderator and mediator variables. "Moderator variables are typically introduced when there is an unexpectedly weak or inconsistent relation between a predictor and a criterion variable, a relation holds in one setting but not in another, or for one subpopulation but not for another" (Baron & Kenny, 1986, p. 13). The importance of understanding the impact of predictor variables and criterion variables emerges when deriving impact beyond a common cause and effect relationship to something with multiple steps of influence. The mediation variables, on the other hand, are best done in the case of a strong relation between the predictor and the criterion variables (Baron & Kenny, 1986). The relationship correlations can be influenced unknowingly by changes in variance, causing data to be skewed and outcomes to be inaccurate. Moderator effects may suggest a mediator to be tested at a more advanced stage of research is in a given area. Conversely, mediators may be used to derive interventions to serve applied goals (Baron & Kenny, 1986). Research studies that attempt to correlate variables that influence each other prior to an outcome must account for impact of stressors on results.

The school system has an important role to play in determining teachers' self-determination motivation (Pelletier et al., 2002). The climate and culture of a school impacts more than just student outcomes and perceptions on education. The school administration sets the tone for how a school runs, what teachers can and cannot do, and

what systems are emphasized and encouraged. Teacher happiness and value are factors that weigh on the overall climate of the building, but at times, get underemphasized. Research like the Taylor et al. (2010) study seeks to identify why teachers feel the way they do regarding motivation. Perceived job pressures can reduce teachers' autonomous feelings because they are pressured into teaching certain ways. Similarly, if teachers are told how to teach by their colleagues, they may feel less competent or related to colleagues (Taylor et al., 2010). Furthermore, if teacher autonomy decreases and relatedness and competence erode as well, there are few things that can keep that teacher engaging and innovating in the classroom setting. This will impact how they teach students, and thus, negatively impact how students perform on assessments. This lack of confidence in both environment and profession can create an apathetic viewpoint on teaching known as amotivation. Amotivation refers to a perception that no worthwhile reasons for pursuing an activity exist and hence a complete absence of self-determination (Ryan & Deci, 2002).

Basic Needs Theory and Self-Determination

As psychological theories suggest, such as Maslow's (1956) hierarchy of needs, the key to functioning at a higher level means the basic needs of the individual are satisfied. Sufficient satisfaction of the lower needs leads to ascension to higher order needs. In order to fully satisfy a person's overall needs, autonomy, relatedness, and competence must be attained at the highest satisfaction levels, otherwise known as self-actualization (Maslow, 1956). The lowest needs level consists of physiological needs such as air, water, food, shelter, and sleep, with the next order level consisting of safety regarding personal security, employment, property, and health (Hopper, 2020).

Educators, because of the system in place, have access to accomplishing the satisfaction of the lower needs levels. However, as Maslow's hierarchy continues, the next steps consist of love and belonging and esteem (Hopper, 2020). The basic needs theory expanded on how to accomplish acquisition of these needs. Contrarily, critics of basic needs theory think that it is possible for the same behavior to be need satisfying for one group and need thwarting for another (Deci & Ryan, 2012). The premise of the counter argument is that differing cultures and differing cultural norms will feel need satisfaction in differing ways, or the societal norms will be satisfied in varying amounts. Sheldon et al. (1996) theorized on needs satisfaction across cultures, hypothesizing that need satisfaction will relate to well-being regardless of culture. This is furthermore reinforced by various studies across cultural groups with societies and economies similar to that of the United States. A self-regulation questionnaire to assess motivation of students in Japan found positive coping with autonomous forms of motivation and controlled forms associated with maladaptive coping (Hayamizu, 1997). Similar results occurred again in Japan, in Russia, and in Bulgaria (Yamauchi & Tanaka, 1998; Miller, 1997; Deci et al., 2001). Each cultural grouping when given a needs satisfaction and self-regulation questionnaire found correlations with autonomy and psychological well-being and control and maladaptive coping. The underlying process in which needs satisfaction promoted health was theorized to be the same across all age, gender, and culture groups (Deci & Ryan, 2012). To qualify as a need, a motivating force must have a direct relation to well-being. Needs, when satisfied, promote well-being, but when thwarted, lead to negative consequences (Deci & Ryan, 2012). Evidence supported the hypothesis that

satisfaction of the needs for autonomy, competence, and relatedness will predict psychological health.

In Baard et al. (2006), employers reported the satisfaction of their basic needs in the workplace related to self-esteem, general health, vitality, and the inverse of anxiety and somatization. However, the type of goal seeking attainment does play a factor in how frequently goals can be achieved as well as how well-being will be affected. There was a positive relation between goal attainment and well-being only for those goals that satisfy basic psychological needs. Pursuit of valent goals may be negatively related to well-being if goals distract from basic needs (Sheldon et al., 1996). The types of well-being seeking satisfaction can determine the frequency of attainment, skewing results on what can lead to full satisfaction.

> To be meaningful, subjectivity should focus on long-term well-being stability such as long-term health, living conditions, and personality traits that govern world interactions. Satisfaction should not be based on amount of sleep the previous night, amount of work that day, or current mood. Such a report would not reflect a stable state of happiness." (Diener & Lucas, 1999, p. 3)

Aspirational Motivation

Goal attainment, along with needs attainment, showed to correlate to positive outcomes on motivation, needs satisfaction, and overall health. Continued achievement of goals led to a continued satisfaction of both hedonic and eudaimonic well-being, as well. Aspirations were also a factor relating to needs satisfaction and well-being. Intrinsic aspirations can be affiliations, personal growth, and community contributions, whereas extrinsic aspirations can be accruement of wealth, fame, or image. Intrinsic aspirations

provide relatively direct satisfaction of the basic needs and extrinsic aspirations which are more related to obtaining external signs of worth and are less likely to provide direct need satisfaction (Kasser & Ryan, 1993). Relative strength of intrinsic aspirations was significantly positively related to well-being indicators, such as self-actualization and vitality, and were significantly negatively related to anxiety, depression, and physical symptoms (Kasser & Ryan, 1993). Relating to the educational setting, many aspirations around student achievement do not reflect internal motivation, but instead reflect external aspirations, such as grades, test scores, and positive teacher feedback. This also reflects teacher motivation as well, representing good scores on teacher evaluations, positive feedback in meetings, and avoidance of professional scrutiny. Extrinsic aspirations, which can be highly motivating, are likely to develop as substitutes for basic needs under developmental conditions in which need satisfaction is relatively unavailable. They can promote collateral satisfaction, but they do not provide the direct satisfaction of basic needs that are necessary for promoting well-being (Deci, 1980). This further showcases the importance of goal achievement and aspirations that focus on internal factors but not external factors.

Concerning student motivation and need satisfaction, aspirations can have a legitimate impact on student motivation and well-being. An aspiration study conducted with high school students showed that need-thwarting parental styles led to stronger relative extrinsic aspirations. Additionally, this pattern of aspirations promotes risky behaviors that could further interfere with basic need satisfaction and health (Williams et al., 2000). There were significant correlations between students perceiving their parents as controlling and the students having the strongest relative extrinsic aspirations. Students

with less autonomy-supportive parents and stronger extrinsic aspirations reported more health compromising behaviors, such as uses of tobacco, alcohol, and marijuana (Williams et al., 2000). The intrinsic factors behind motivation and aspirations were shown to lead to positive well-being outcomes, where controlled motivation and extrinsic aspirational factors led to fewer well-being outcomes. Kasser and Ryan (2001) found that perceived current attainment of intrinsic aspirations was positively associated with well-being, but current attainment of aspirations was not. Furthermore, well-being was enhanced by actual attainment of intrinsic goals, whereas attainment of extrinsic goals provided little benefit (Sheldin & Kasser, 1998). The importance of understanding results similar to these cannot be underemphasized. Other studies such as Maslow's (1943) hierarchy of needs gained regard from many researchers, however since few among the general population met Maslow's own criteria for self-actualization, an educational system designed to produce such personalities failed in an overwhelming percentage of cases (Frame, 1996).

Integrating Self and Conscious Experience into SDT

One of the central assumptions of SDT is that the core self includes intrinsic integrative tendencies that motivate individuals to assimilate ongoing experience into increasingly elaborated and integrated self-structures (Hodgins & Knee, 2002; Ryan et al., 1995). This assumption provided a base for understanding the human tendency to seek higher-order structures. This, provided with outside societal influences, aided in understanding how SDT was impacted by societal influence and evaluative systems. As discussed earlier, healthy psychological development is optimized when people are able to satisfy their basic needs, and results in a sense of self that is integrated, authentic, and

congruent with intrinsic aspects of the core self (Deci & Ryan, 1991; Ryan, 1991). In an effort to flush out the impact of teacher evaluation systems and how they influence the psychological needs of teachers, the evaluation system at its core must be understood. Integrating the self, along with the needs of the self, into society is an important understanding. “SDT proposed that the integrative tendency functioned most effectively in social contexts that allowed the satisfaction of the innate psychological needs for competence, self-determination, and relatedness” (Hodgins & Knee, 2012, p. 88). The teaching occupation assumed that individuals who become teachers will forego aspects of self-satisfaction in order to meet the needs of their students. However, recognizing that in order to become more selfless, teachers must have an opportunity to attain higher-order needs and psychological needs. Knee and Zuckerman (1996) conducted two studies, one on autonomy and control orientations as moderators for self-serving bias and another on undergraduate students experiencing self-handicapping, predicting that autonomous functioning is associated with less defensiveness and controlled functioning with more. The results for both studies showed self-serving biases were evident for everyone except self-determined individuals, who were identified as having low cognitive defensiveness (Knee & Zuckerman, 1996). Additionally, self-determined individuals identified with high autonomous functionality and low control orientation, were associated with less use of avoidant coping behavior and a less defensive attributional tendency over their academic semester (Knee & Zuckerman, 1998). The understanding that autonomous influences within an individual’s societal surroundings will increase their self-determination is also supported by older studies. Maslow (1968) concluded that as individuals develop in the direction of greater autonomy, their sense of self-worth is

based on organismic functioning, or simply ‘being’ what they are by nature, as they act choiceful in integrated ways and fulfill potentialities. Maslow’s (1968) understanding, correlated with the average teacher job description, leads to the conclusion that teachers must be given autonomy in order to be fully internally motivated. The teacher evaluation system’s influence on teachers’ autonomous motivation must be further analyzed to discover impact.

Pertaining to all type of motivation, internal motivation was proven to be the overall most efficient way to increase vitality, value, enjoyment, development, and psychological needs of individuals performing tasks. According to SDT, vitality, development, and adaptation are facilitated to the extent that both intrinsic motivation and internalization function optimally, and for this to occur, the social environment must provide essential psychological nutrients in the form of experiences that will satisfy the basic human needs of autonomy, competence, and relatedness (Deci & Ryan, 2000). In order to associate this within the educational community, we must understand what internalization and intrinsic motivation are, pertaining to SDT. Internalization refers to the natural tendency to strive, to integrate socially valued regulations that are initially perceived as being external, allowing people to function efficiently within social groups (Koestner & Zuckerman, 1994). When individuals achieve internalization of behaviors, they take learned experiences and integrate them into how they act in a given societal setting, manifesting a natural assimilation of behavior. This behavior is exhibited by students within a classroom learning how to function within the guise of the school setting, but then take the behavior and apply it to their other societal interactions. Intrinsic motivation refers to the innate energy that people demonstrate when they pursue a goal or

an activity because it is interesting, manifesting a curiosity, pursuit of challenge, or competence development (Koestner & Losier, 2002). The understanding that is further necessary is how to get the self, in this case teachers, into a position of intrinsic motivation. The majority of contemporary motivation research has examined the extent to which people are motivated, versus amotivated. The results of this research indicate that there are powerful effects of contingency, control, and competence variables on whether people will be motivated (Bandura, 1997). The focus of this aspect of motivation is not the overall outcome but rather the means by which individuals' internal motivation can influence regulation.

Regulation within SDT

The regulations that need to be understood, in correlation to SDT are intrinsic, identified, and introjected regulation. Distinctions among introjected, identified, and intrinsic forms of regulation focus not on the amount of motivation that individuals possess, but rather on variations in the orientation of their motivation (Ryan, 1995). Koestner and Losier (2002) elaborated upon specific variations of regulation in SDT, defining introjection as a commitment toward an activity of domain based on feelings of guilt and compulsion, and identification is commitment toward an activity of domain based on its perceived meaning in relation to one's goals, values, and identity. Intrinsic regulation focuses on the attractiveness of the activity being sufficient to elicit task engagement and the resulting positive emotions serve to sustain continued involvement (Koestner & Losier, 2002). Understanding that introjection is guilt based, identification is value or goal based, and intrinsic is internally and emotionally positive based, research

can now further the understanding of how evaluations affect teachers' intrinsic motivation.

Intrinsic motivation promotes a focus on short-term, process goals and yields energizing emotions such as interest and excitement, whereas identification keeps one oriented toward the long-term significance of one's current pursuits and fosters positive emotions such as pride in one's accomplishments in the domain (Ryan, 1995). Intrinsic and identified regulations promote a positive outcome for the individual's regulatory influence, however determining which regulatory set will foster a deeper internalization for intrinsic motivation needs to be determined. Additionally, in studies on school enjoyment for students, it was confirmed that intrinsic and identified reasons were significantly associated with positive emotions while at school, whereas introjection was associated with negative emotions and certain learning difficulties (Connell & Illardi, 1987; Grolnik & Ryan, 1987). Studies on student regulation and motivation outcomes have determined the most important regulatory outcomes, however, there has not been a study located that determines the best regulation for teachers to achieve the desired intrinsic motivation. Since intrinsic regulation is considered the most self-determined form of biological regulation because it involves spontaneous actions that are not based on internalized processes, that is the overall desired regulatory process (Ryan & Deci, 2000).

In a study conducted by Koester et al., (2012) students exiting high school to enter college and students exiting college to enter the work force were surveyed to analyze psychological stress. Graduation from high school to college, or college to career was viewed by developmental research as a significant transition because of powerful

sociocultural expectations involving economic independence and establishing emotional attachments beyond family (Gore & Aseltine, 2005). Further studies showed that school transitions result in increased psychological distress (Larose & Boivin, 1998). Since pivotal transition times result in uncommon distress, increased research was conducted to determine motivation and regulation for pursuing these transitions. The reasons for being in school were assessed, along with measures of school satisfaction and general psychological distress. The research showed evidence that it was particularly identification regulation rather than intrinsic motivation that promoted positive engagement with academic activities, continued persistence in school, and successful adaptation to school transitions (Koestner et al., 2002). Further conclusions showed that identification rather than intrinsic motivation emerged as the best predictor of successful long-term adaptation in the academic domain. Students who viewed school activities as personally meaningful predicted a more accurate adoption than finding school activities naturally interesting or enjoyable (Koestner et al., 2002). This conclusion counters the other studies referenced earlier, making a clear conclusion that further research must be conducted on the importance of transitional motivation compared to long-term regulation and motivation. Intrinsic and identified regulation cadence toward positive outcomes include active information processing, the experience of positive emotions, and successful adaptation of school transitions (Koestner et al., 2002). Despite internal pressures related to guilt avoidance and that self-esteem maintenance showed a pattern of heightened psychological distress in normative school transitions, the impact of introjected academic regulation was not restricted to school-related emotions, but instead radiated to undermine global adjustment (Vallerand et al., 1997). Introjection regulation,

as stated earlier, is a focus on guilt avoidance or compulsion to please others externally. This type of regulation placed individuals at risk for negative emotional, cognitive, or behavioral outcomes in academic domains. Harshly evaluative and pressured character of an introjected self-regulatory style appears to compromise people's information processing and disrupt their emotional experiences in this domain (Ryan, 1992).

Overall, the conclusions from the aforementioned studies found that the two most salient needs, relative to internalized regulations, were relatedness and autonomy. Since introjected and identified regulations represent extrinsic (or instrumental) types of motivation based on an internalization (or learning) process, inputs, or instructions from significant others (parents, teachers, counselors, supervisors) are often implicated (Koester & Losier, 2002). Although the psychological needs represented throughout SDT research focus on relatedness, autonomy, and competence, autonomous support serves as the most influential. A supervisor's level of autonomy-support led to the development of identified regulation among students more so than any other psychological need (Williams & Deci, 1996). Autonomy-support has similarly been shown to be the critical factor in promoting intrinsic motivation (Reeve & Deci, 1996). Understanding how to achieve autonomy in a teacher's role throughout the teacher evaluation system will serve as a critical part of improving teacher evaluation systems globally. The importance of autonomy is also shown to be impactful in psychological development. Research found that high levels of autonomy-support were highly predictive of greater identification for achievement tasks, and also of better adjustment and performance (Grolnick & Ryan, 1987).

Impact of Personal Values on Motivation

Despite the central tenants of SDT focusing on innate intrinsic motivation, psychological needs, and a perceived causality for the resultant motivation outcomes, counter arguments against SDT criticize unique human variables that could skew research results. Researchers have developed a description of 'the self' and how it can be influenced by various characteristics. The self has been defined as the integrative center of the organism, a set of psychological processes that is attempting to make experience whole, to feel authentically behind its behaviors, and to grow (Ryan, 1995). These characteristics are impacted by a person's individuality, background experiences, and personal beliefs, culminating in a sense of self. However, SDT states that individually, all people possess psychological needs that help guide the organismic integration process (Ryan, 1995). These psychological needs focus on autonomy, relatedness, and competence. The basic trajectory of individuals is towards growth and integration. Growth and integration involve behavior organized by intrinsic motivation and the psychological needs (Kasser, 2002). People need to feel that they freely choose their behaviors, that they have close connections with others, and they are effective in the activities they undertake (Kasser, 2002). The attempts of the self to grow by engaging in activities it finds intrinsically motivating is to say that the self seeks out activities it values (Kasser & Ryan, 1996). Furthermore, the behaviors most likely to benefit the self are those that are intrinsically motivated, that is, those that are interesting, fun, and valued for their own sake (Kasser & Ryan, 1996). However, in the academic setting for teachers, it is often the case that peoples' behavior arises not from the authentic intrinsic self but instead from feelings of coercion, control, and pressure. Coercion, control, and pressure

are examples of extrinsic motivation. When individuals see that the inherent desires for growth expression, autonomy, and relatedness are unlikely to be satisfied in present situations, they turn towards extrinsic values as a complementary strategy to attain at least some satisfaction and feelings of worth or security (Kasser, 2002). Similar dynamics are likely at work when individuals view extrinsic pursuits as highly valuable. Rogers (1964) and Maslow (1956) both believed that when parents do not provide supportive environments, their children focus on security and other values. It is this turn away from the intrinsic self-motivation towards extrinsic satisfaction that causes teachers to look towards evaluative systems within their district as important and valuable for their own self-worth (Ackerman, 2018). Rogers (1964) believed that individuals often give up their own internal locus of evaluation in order to obtain the love and affection of others, and thus hold introjected values which are based more on what others value than on what would facilitate actualization of the true self (p. 162). People oriented toward intrinsic values experience greater well-being than people oriented toward extrinsic values. Environmental conditions, such as pressure by evaluators or the evaluation system, as a whole also have an effect on the motivation outcomes of teachers. Rewarding people for engaging in enjoyable, fun activities decreased their likelihood of future engagement in these activities. Rewards changed the perceived locus of causality from internal to external, thus controlling the environmental conditions, undermining autonomy, and the intrinsically motivated activity (Deci, 1971). Financial success, appearance, and social recognition often represent external motivational factors that Sheldon and Kasser (1995) found to undermine intrinsically oriented goals.

Social Conditions that Impact Motivational Orientations

Despite having a more supported understanding on how identified conditions may influence motivational orientations and outcomes for individuals, studies have raised further questions on how societal events or influences could impact motivational outcomes. Wild et al. (1992) suspected that motivational orientations toward activities can spontaneously spread from person to person solely on the basis of interpersonal cues. Combining the causation for motivational influences with the understanding behind SDT on intrinsic motivational outcomes based on autonomy and control, the importance of influences can be understood. Intrinsic motivation is preserved or enhanced when social events minimize control, promote choice, and acknowledge feelings (Losier & Koestner, 1999). There is an understanding that autonomous influences promote intrinsic motivation, as well as how extrinsic influences affect intrinsic motivation. It is suspected that there are detrimental effects on interest and involvement because of societal controls, including contingent awards and imposed performance evaluations and deadlines (Amabile et al., 1976). The important understanding that needs to be further discussed is how societal influences impact the outcomes of motivation, in addition to how studies determine how influences are presented in order to bring about truly spontaneous outcomes. Controlling societal events undermines personal autonomy, producing an internal-to-external shift in the perceived locus of causality for one's behavior (de Charms, 1983). Influence of task rewards on intrinsic motivation assumes motivational processes are determined only by objective characteristics of rewards, such as that we can determine when reinforcement might have a detrimental effect, no effect, or incremental effect on intrinsic motivation (Eisenberger & Cameron, 1996). Ultimately, the research

on causal motivation outcomes can be skewed from the start, causing the data to only show a portion of the variable influence. In trying to determine motivation outcomes for teachers based on the teacher evaluation systems and administrative methods for evaluation, applying this understanding to studies is imperative for accurate outcomes. The locus of undermining effects appears to lie not in the objective facts of social control or choice, but rather in one's own subjective interpretation of engagement (Wild & Enzle, 2002). How the subject interprets the situation can determine the outcome for motivation. Applied to the educational setting, the mere presence of surveillance does not undermine intrinsic motivation if people believe that they are being watched out of curiosity, rather than with intent to control behavior (Enzle & Anderson, 1993). This idea is important to understand, especially since a large portion of the teacher evaluation process revolves around formal and informal observations within a teacher's classroom. This information applied to motivation studies in education must now consider how the subjects, in this case the teachers, view or interpret the terms of engagement from administrators. Furthermore, when people believe that performance-contingent rewards affirm their competence, rather than control their behavior, no attenuation of intrinsic motivation occurs (Harackiewicz et al., 1984).

Ultimately, when relating these recent studies to SDT, the basic tenants remain that autonomous or controlling factors determine the motivation outcomes. Choice enhances intrinsic motivation for those with independent sense of self (Iyengar & Lepper, 1999). How a subject determines the purpose of the regulation for behavior transcends many environmental situations. Intrinsic motivation is not undermined when adults set limits on children's behaviors by using informational feedback as opposed to controlling

feedback (Losier & Koestner, 1999). This idea can be applied to the administrative aspects of evaluations, showing teachers that the process is more for informational or professional development instead of trying to control or limit independent behavior. Events related to the initiation and regulation of behavior can facilitate informational, controlling, or amotivating construal, and the "relative salience of these three aspects to a person determines the functional significance of the event," with regard to intrinsic motivation (Deci & Ryan, 1985, p. 64). One's own experience must be considered when determining changes in intrinsic motivation. Studies have shown that people also self-generate their own motivation, based off how they interpret a superior's own motives for action (Deci & Ryan, 2002). Wild and Enzle (2002) concluded that people self-generate changes in intrinsic motivation on the basis of perceiving others' motives for engaging in activities. Interpersonal cues allow others' motives to shape the functional significance of social events in subtle ways that lead people to either become imaginatively involved in activities or to devalue them.

Cues can come in various forms, both explicitly outlined and implied. Applying task labels to a study can directly impact the variable outcomes. If people ascribe boredom or obligation to a task, they are less intrinsically motivated than if they ascribe enjoyment, challenge, and interest to the same activity (Porac & Meindl, 1982). This can be impactful when determining the labels applied to aspects of teacher evaluation, professional development, or administrator's feelings towards teachers or the school. Task labels manipulated the extent to which people viewed a task as demonstrating ability (performance goals) or as an opportunity to develop one's skill (mastery goals) and found that performance goals enhanced intrinsic motivation among individuals

scoring high in achievement motivation, while mastery goals enhanced intrinsic motivation for individuals in achievement orientation (Harackiewicz & Elliot, 1993). The biproduct of task labeling also depends on how people view their own motives for work or interests. Merely labeling an activity as work increased intrinsic motivation for those who held positive attitudes towards work, compared to individuals who did not hold such attitudes (Tang & Baumeister, 1984).

Understanding how task labeling influences motivation results will aid in capturing more accurate data for causality and motivation inventories in future studies. The overall issues with past study results must be acknowledged in order to provide more accurate results. The social cognition model that cues interpretations of activities differently provides limited validity, because in all cases, contextual interpretations of the activity were directly provided for the subjects (Armitage & Conner, 2006). The assumption in experimental literature of intrinsic motivation is that undermining effects depend on the direct application of social constraints to people. People are or are not constrained in a particular study by task rewards, task labels, performance feedback, activity goals, or activity choice, then assessed to determine motivational impact (Wild & Enzle, 2002). With this information in mind, a study was conducted which focused on ruling out contagion effects based on exposure to different teaching roles. In this study, piano lessons were taught to students by teachers who presented a more intrinsic or extrinsic expression, but subjects were not outright told how teachers felt (Wild et al., 1992). Participants who perceived their teacher as intrinsically motivated enjoyed the lesson more, reported more positive affect following the lesson, and reported that they were more interested in learning new piano skills compared to participants who perceived

the teacher as extrinsically motivated (Wild et al., 1992). Participants appear to have self-generated motivational adaptations towards learning on the basis of their perceptions of the teacher's motivation for engaging in their activity (Wild et al.,1992). The implications of these results could have substantial impacts on teacher effectiveness, enjoyment for teaching, and how administrators can impact teachers' engagement while teaching. Additionally, this could guide future studies towards a better understanding of how the general perception of the teacher evaluation system's various aspects are viewed by teachers or administered by school leadership. An administrator's view towards a classroom observation, pre- or post-conference, or the strands of the evaluation system, as a whole could, have an unintentional and substantial impact on how a teacher performs on their annual evaluation.

Taking this concept further, Wild et al. (1997) conducted a similar teaching-based study, however this time initial teachers taught a subject a magic trick, then that subject then had to teach another individual the same trick with minimal preparation time. The initial teacher was told to act in a more intrinsic or extrinsically motivated way, promoting the subject to then teach another after. Results from this study replicated effects of perceived motivation on self-reported measures of intrinsic motivation found in Wild et al. (1992). First-generation learners who were taught the magic trick by an apparently intrinsically motivated teacher reported greater levels of enjoyment and interest in learning than those taught by the supposedly extrinsically motivated teacher, despite receiving identical lessons and learning to the same criterion level. In addition, lower levels of task enjoyment, interest in learning, and positive mood were also exhibited by the second-generation learners in the educational chain (Wild et al, 1997).

Ultimately, the conclusion drawn from this study holds that task rewards, task labels, performance feedback, activity goals, and activity choice can be sufficient, but not necessary to undermine intrinsic motivation. The mere perception of another's motivation for engaging in an activity affected perceiver's own intrinsic motivation. Undermining effects can occur when people merely perceive that an interpersonal target has adopted an extrinsic motivational orientation to an activity and interpersonal context cues affect motivational processes in activity contexts in which no task label or activity goals are provided (Wild & Enzle, 2002). Not only are these results of immense importance to motivational studies at large, they can provide a clearer picture of how teachers can motivate students in the classroom, how administrators can help motivate teachers to excel at their jobs while continuing to enjoy the work, or even provide more effective and impactful professional developments for teachers, both relating to motivational strategies and using those motivational strategies in a variety of ways.

To further analyze this relationship between behavior influence and motivational outcome, a similar study was conducted, however instead of teacher to student outcomes being monitored, the student to teacher behaviors were evaluated. This teacher-learning task consisted of supervisors (teachers) who were given no information about the student's motivation or were told that the student was either extrinsically motivated or intrinsically motivated. Results showed that students who were believed by their teacher to be intrinsically motivated perceived their teacher as being more autonomy-supportive and evidenced more intrinsic motivation, compared to students who were believed by their teachers to be extrinsically motivated (Pelletier & Vallerand, 1996). This study showed that the relationship of motivational labeling before any direct interaction with

another person led to a biased outcome from a supervisory position. Teacher expectations influenced their behavior, unwittingly confirming biased information about students' intrinsic motivation (Pelletier & Vallerand, 1996). This led to further understandings of how administrative labeling of teachers affected the subjective teacher evaluation sections or how biased evaluations affected teacher motivational outcomes. The differential positions of power showed to be influenced by labels and pre-observational bias towards a predictive outcome, ushering in a potential for future studies directly related to teacher evaluations and their effect on teacher motivation.

As a deeper understanding of how fully psychologically satisfied students become intrinsically motivated, the question still remains concerning how to transfer this rationale to teachers' satisfaction throughout the evaluation process. The quality of a student's motivation depends in part on the quality of the student-teacher relationship (Midgley et al., 1989). SDT shows that students benefit specifically from autonomous motivations, such as intrinsic motivation and identified regulation. With this understood, the question becomes what teaching behaviors must be pursued in order to truly accomplish this task, then which of the proven concepts can be transferred into the administrator-teacher relationship. In a study by Reeve et al. (1999), a questionnaire was given to schools to identify an interpersonal disposition towards autonomy support or control, then used to assess a student's benefit from autonomy or controlling teacher behaviors in the classroom. The belief behind this study was that if students are naturally autonomously inclined, they will benefit from a more autonomy-supported teacher. However, at the conclusion of the study, it was shown that all students, regardless of interpersonal disposition, benefitted at least partially from a more autonomous approach (Reeve et al.,

1999). Other studies took a more socially psychological approach to analyze the relationships in the classroom. Exposing teachers to conditions that either do or do not pressure them towards a relatively controlling orientation served as a way to gather data around how teachers naturally react to teaching scenarios (Deci et al., 1982). The teacher's instructional behaviors such as talking, listening, or giving students independent work time focused on a more autonomous supportive methodology, while holding instructional materials for an extended period of time, or simply giving students solutions to difficult questions reinforced a controlling behavior (Deci et al., 1982). Conversational statements that raised autonomy-supportive students' motivation reflected praising quality of work, encouraging students, giving hints instead of answers, questions guided towards students' needs, responding to student generated questions, and showing a student-focused, empathetic perspective were all teacher behaviors that increased student engagement, motivation, and enjoyment in the given tasks (Deci et al., 1982).

Furthermore, for instructional behaviors (what the teacher did), students reported significantly higher perceptions of both self-determination and competence when teachers listened more, encouraged conversation, allocated time for independent work, and held instructional materials less (Hamm & Reeve, 2002). How a teacher teaches and motivates has a substantial and direct impact on how free and self-determining each student perceived themselves to be. Students felt increasingly competent when teachers provided opportunities for independent work, opportunities to talk, timely hints, and perspective-taking statements, that were similar to previous studies (Hamm & Reeve, 2002). The redundancy in multiple research studies on how teacher autonomous-supported behaviors are reflected in positive student engagement, motivation, and

enjoyment reinforces the importance of transferring these strategies to the administrative sector.

Using this information, a transfer from student satisfaction to teacher satisfaction must be researched, in order to understand the complex relationship of teachers and evaluation processes. To effectively cause widespread change in the educational community, a better understanding of the possibility of changing teacher behaviors must be answered. For teachers to fully recognize interest and disinterest in their students, teachers require an array of interpersonal skills, including taking the perspective of the students, acknowledging their feelings, providing rationale for requests, and communicating with non-controlling language (Deci et al., 1994). This shows that a teacher may not naturally pivot towards autonomous teaching styles, however in Reeve (1998), teachers did learn how to be autonomy supportive with students, but their prior beliefs about the nature of motivation strongly affected how their willingness to accept autonomy-supportive teaching styles fully. An unwillingness to change or a hesitation to put new teaching methods, regardless of how research-based they may be, hampers a teacher's ability to change their teaching methods. The question of why teachers are so often controlling with students may revolve around a few factors: a prevalence of behavior modifications in teacher training programs, difficulty in coordinating instructional designs with interested/disinterested students, or teachers themselves are subjected to controlling, pressuring conditions within their jobs (Reeve, 2002). When pressure piles up, teachers often react by utilizing controlling strategies to feel a sense of stability (Deci et al., 1982). In Boggiano et al. (1987), teachers overwhelmingly responded that they believed controlling strategies are the best way to maximize

achievement outcomes. There is a common narrative that when students are given independent or non-controlled time, educational quality diminishes. However, autonomy supportive teaching methods do not disregard structure. Autonomy support and structure suffers with both unstructured and rigidly structured classrooms in a curvilinear relationship, while it thrives with moderate structure (de Charms, 1984). Autonomy support and structure are two different classroom elements which have different aims and different effects on students (Connell & Wellborn, 1991; Skinner, 1991).

Taking the knowledge that these studies have unlocked, evaluation systems must be able to evaluate teachers objectively, while also providing teachers the support they need, in order to feel autonomous, competent, and related to, and therefore psychologically satisfied according to SDT. When performance is evaluated, teachers feel an increased amount of pressure (Ryan, 1982). Providing controlling performance feedback, imposing extraneous rewards, and deadlines all effectively decreased volition (Reeve & Deci, 1996; Ryan et al., 1983). Controlling evaluative behaviors that are traditionally used in teacher evaluation systems are subjective and controlling, both factors that have been shown to decrease intrinsic motivation and enjoyment. The systems must consider all of the information gathered on how students learn most effectively and transition the strategies to the evaluator-teacher relationship.

Summary

This chapter sought to outline and describe prior research present in the world today that applies to this research study. Focusing on how SDT impacts teacher motivational outcomes, along with how various scenarios influence those outcomes and the overall psychological needs of teachers was described. Environmental factors,

perception and labeling studies, and student motivational research were all educational situations that can be used to influence the conclusions within this study. No prior research was found to specifically identify the answers to this study's hypotheses and research questions, making the aforementioned research studies important in the understanding of what research is present today. The purpose of Chapter Three is to introduce the research methodology used to gather data.

Chapter Three: Methodology

The purpose of this chapter is to introduce the research methodology for this mixed-methods study regarding the effects of teacher evaluations on intrinsic motivation using SDT. The quantitative research method of confirmatory factor analysis (CFA) will allow the researcher to test latent variables which would normally be difficult to interpret, then identify which indicator affects which factor. Structural equation modeling (SEM) will also be used to show correlations within the data and the relationships and level of impact on individual variables. The qualitative research method of thematic analysis will be used to identify patterns and themes throughout interview responses, furthering the understanding of latent variables within the study. The applicability of CFA, SEM, and thematic analysis in this mixed methods study are discussed in-depth in this chapter. The research plan, including methodology, study participants, instrumentation, procedures, data sources, data collection, analysis methods, and ethical concerns are also primary components of this chapter.

Research Null Hypotheses and Questions

Null Hypothesis 1: There is no relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator.

Null Hypothesis 2: There is no relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulation as mediators.

Null Hypothesis 3: There is no relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediators.

Null Hypothesis 4: There is no relationship between the teacher's perception of enjoyment and autonomous motivation.

Null Hypothesis 5: There is no relationship between the teacher's perception of value and autonomous motivation.

Null Hypothesis 6: There is no relationship between the teacher's perception of pressure and autonomous motivation.

Null Hypothesis 7: There is no relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator.

Null Hypothesis 8: There is no relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulation as mediators.

Null Hypothesis 9: There is no relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediators.

Null Hypothesis 10: There is no relationship between the teacher's perception of enjoyment and controlled motivation.

Null Hypothesis 11: There is no relationship between the teacher's perception of value and controlled motivation.

Null Hypothesis 12: There is no relationship between the teacher's perception of pressure and controlled motivation.

Research Question 1: How does autonomy, relatedness, and competence within the teacher evaluation system impact a teacher's sense of value, pressure, and enjoyment?

Research Question 2: What impact do the extrinsic controls of strict monitoring, poor evaluation results, and improvement plans in the teacher evaluation system have on teacher innate intrinsic motivation?

Study Design

A quantitative study is appropriate when a researcher seeks to understand relationships between variables (Creswell & Creswell, 2018). A qualitative approach is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person's experience in a given situation (Creswell & Creswell, 2018). The purpose of this study was to examine how motivation and psychological needs satisfaction are affected by autonomous and controlled influences, deeming quantifying, and analyzing the data between the variables as the most appropriate choice. Additionally, the purpose of this study was to examine the experiences and perceptions of teachers towards evaluation systems, needing an additional qualitative approach to gain that understanding. Since both research methods address a research task, a mixed method approach was taken for this study.

Methodology

The researcher began by using CFA to examine factorial validity. Within social environments, CFA can be used for multiple purposes, including but not limited to the development of new measures, evaluation of the psychometric properties of new and

existing measures, and examination of methods effects (Harrington, 2009). This process allows latent variables to be tested and compared that would normally be difficult to interpret. When measures of the same concept are highly correlated, there is evidence of convergent validity, however it is important to note that the measures must use different methods (e.g., self-report and observation) to avoid problems of shared-method variance when establishing convergent validity (Bagozzi et al., 1991; Koeske, 1994). The researcher will be able to tell which indicator affects which factor, or latent variable with CFA. CFA can be used to examine the latent (unobserved underlying construct) structure of an instrument during scale development, showcasing the correlation between two latent variables, which could be good or bad, depending on the relationship expected (Harrington, 2009). Range, means, and standard deviations will also be concluded using the information gathered through survey.

These data will then be used to form a SEM that shows correlations within the data. SEM is a collection of statistical techniques that allow a set of relationships between one or more independent variables, either continuous or discrete, and one or more dependent variables, either continuous or discrete, to be examined (Ullman & Bentler, 2012). Using the data collected, visual aid path diagrams are created that map out the relationships between the variables being researched. Path diagrams are graphics with geometric figures and arrows suggesting causal influences, a useful analysis technique for experimental data that can be superior to other techniques for ruling out competing causes for intervention outcomes (Bowen & Guo, 2012). This SEM will highlight individual relationships and their level of impact with each individual variable.

Additionally, a thematic analysis will be used to identify a pattern of themes used during interview responses. Referred to as a quantitative measure of cognitive complexity, thematic analysis provides an accessible, systematic, and rigorous approach to coding the theme development (Howitt, 2010). The thematic analysis will serve to further understand the latent variables of motivation, enjoyment, pressure, and value. Specifically, inductive thematic analysis is grounded in data, rather than existing theories or concepts, and shaped by a researcher's theoretical assumptions, disciplinary knowledge, research training, prior research experiences, and personal and political standpoints, aiming to stay as close as possible to the meanings in the data (Smith, 2015). These patterns will then be used in coordination with quantitative data to provide a depth of impact of each of the variables.

Study Context and Instrumentation

Study Participants

Participants were recruited by having a pre-designated employee within the given building issue emails containing the survey link. The two school districts asked to participate in the study all had similar evaluation systems that focused on the core principles within DESE: content knowledge, student learning growth and development, curriculum implementation, critical thinking, positive classroom environment, effective communication, student assessment and data analysis, self-assessment and improvement, and professional collaboration (DESE, 2021). Participants were certified full-time employees who receive evaluations through their district's teacher evaluation systems. Teachers who were not on evaluation cycle still participated. Teachers in their first year who had not yet had a formal yearlong evaluation completed were excluded from the

study. Of those who completed the survey, an option was given to volunteer for an interview, in order to discuss further logics behind survey results. The researcher first sent participant inquiries to various school district officials and building administrators within the public-school setting. Since the researcher currently works in a midwestern school district and had a more elaborate understanding of that particular evaluation system, schools that also used a similar evaluation system were asked to participate. Once building administrators approved use of the survey, an email was sent to specific employees within the district's elementary, middle, and high school buildings, asking them to volunteer to send out the template email and survey link. Once one employee from each building within both school districts accepted, they were given the email template and subsequent all-staff emails were sent containing a link to the survey. A pre-made email template was used, describing the anonymity and structure of the survey. A portion of the survey asked participants if they were in their first year of teaching and if a formal summative evaluation process had been completed fully. If participants concluded this accurately described them, the survey was concluded once that question was affirmatively answered. The email link remained active for a period of two weeks, then was closed so analysis of the data could take place.

Approximately 309 full-time teachers worked in district one. 321 full-time teachers worked in district two. These school districts all shared similar teacher evaluation systems under DESE's teacher evaluation protocols, as well as being similar to each other in other capacities. Surveys were issued to as many of those full-time staff members as possible. Given a rate of survey completion that did not fully encompass every employee within the identified districts with a margin of error of 10% and a

confidence level of 95%, a sample range of 80 to 200 employees sufficed. According to Canon (2023), for populations under 1,000, a minimum ratio of 30% is advisable to ensure representativeness of the sample.

A relationship with participants exists only when the survey link is emailed within the researcher's school district. Informed consent was given and the survey was anonymous, and information will be kept after the dissertation is completed, for three years as required by IRB recommendations. There is no relationship with participants outside of the researcher's district issuing the survey. Recruitment will be done through email link sent out from the researcher or from staff members within selected districts who do not have an evaluative role for other teachers, directly to participants. The results will be anonymous because of *Qualtrics* design. A thorough explanation stating that this survey's completion has no relationship with building leadership will also be included and emphasized.

The Researcher

The researcher worked in education for 13 years and holds a Master of Education degree and an Education Specialist in Administrative Leadership degree. No participant had a direct relationship with the researcher that represented a conflict of interest, such as a reporting relationship, contract, or any relationship with the researcher that may have imparted bias on the research study.

Data Collection

This study used a survey, found in Appendix A, and an interview, found in Appendix B. The survey for this study was adapted from a previously created survey used in Wang et al. (2019), and permission was granted to use the survey. Teachers from

the public-school setting were emailed a link to a *Qualtrics* survey from either the researcher or a building administrator within the school district. Each public school district chosen to participate by the researcher had shown to have similar evaluation systems for teachers and were located in a close proximity to one another. There will be no exclusions based on race, religion, nationality, gender, or other demographic specifications. Teachers of all grade levels within elementary and secondary schools were asked to participate. Teachers within the early childhood setting were excluded since they did not use the same evaluation models as other grade levels. Teachers in their first year of teaching who have never received a formal summative evaluation were excluded, since they did not yet complete the process that directly impacts study results.

Qualtrics is an online survey platform that focuses on anonymity. Survey participants will only be identified if they choose to participate within the voluntary interview. Once the study is concluded, data will be published within the dissertation. At the completion of the study, all data will be destroyed within a period of three years. In the meantime, it will be saved on a secure, password protected device that only the researcher has access to. The information results will be shared once publication of the research commences. Otherwise, participants will not be able to see results of the research. The potential risks associated with this study are that the daily life of the research participant may be disrupted by completion of this survey. There also may be a growing curiosity within participant populations regarding efficiency and purpose of the teacher evaluation process.

The survey concluded with an option for participants to voluntarily participate in an interview, either in person or via Zoom. The only information collected would be

participant's name, district of employment, and contact email. The aim of the interview was to enlighten the researcher as to the logic behind respondents' initial survey answers. Questions were created to elaborate about the feelings behind the respondent's answers, framed to provide a deeper understanding and gather data with more depth on motivation (Charmaz, 2006). A random number was assigned to each interview volunteer once placed in their appropriate district group. A random number generator selected participant numbers, who were then contacted for participation. Interviews were conducted via a telecommunicating program called Zoom or in person. Video recordings of the Zoom interviews were taken and downloaded directly to researcher's personal, password protected computer. In-person interviews were recorded using the researcher's password protected computer and QuickTime audio recorder program. No interview was conducted without confirming the written and verbal informed consent of the participants. Each participant's interview took place in a single event session. The overall interview sample represented an equal cross section of the survey population.

Procedures Followed

Approval from the Institutional Review Board (IRB) was sought from Lindenwood University. Once approval was given, the researcher contacted the administrative offices for the schools selected to participate in the study. The researcher received written permission to contact school employees within each of the selected districts. Once approval was given, the researcher emailed individual school leadership or teachers, instructing them to 'all-staff' the research email. This email contained the full disclosure description and informed consent for participants, in addition to the survey link in *Qualtrics*. Potential participants were screened using introductory questions that

identified whether they met selection criteria. Survey participants were given the option to participate in an elective post-survey interview, conducted at a later date, either in person or via Zoom call. No interview was conducted without confirming the written or verbal informed consent of the participant through a consent form signed and returned, either through email or given in person.

As additional themes surfaced during the interviews, subsequent interview questions containing additional clarifying questions or points of emphasis, in order to aid proper understanding, were asked. Additional questions were added to Appendix B, however as noted, these only applied to certain participants where more clarity was needed. Previous interviews were not re-conducted using the new, additional clarifying questions.

Issuing the survey through *Qualtrics* promoted autonomy for participants, increasing the possibility of honest and accurate answers. *Qualtrics* is anonymous by design, and through the intentional omission of personal information, the researcher could eliminate any participant bias or hesitations. Interviews were conducted through participant volunteering, and all volunteers were selected at random, so no bias was taken in choosing participants. All questions were chosen prior to the first interview, however as new information prompted new questions, the previous participant was not reinterviewed, thus eliminating potential contamination of the interview. Despite the possibility of interviewer-interviewee bias, Frank and Hackman's (1975) study calls into question the generality of the proposition that similarity between interviewers and interviewees leads to favorable interviewer judgments.

Data Analysis

Survey data were collected through *Qualtrics*. Each question was purposefully organized to identify which strand correlated to which question, both manual and computer-assisted coding took place. Since CFA was conducted to examine the factorial validity of all the measures in the previous studies of Wang et al. (2019) and Taylor and Ntoumanis (2007), and the survey questioning parameters are based off those studies' line of questioning, the researcher used the fit indices that were accepted. The researcher did find the range, mean, standard deviation, skewness, and Cronbach's alphas, or the internal consistency coefficients of the scales were included (Granger et al., 2021). Zero-order correlations were used to account for the possible nesting areas that could affect data outcomes (Snijders & Bosker, 2011). Since there were multiple educational levels within each overall district with enough variances in how each level operates, using the multilevel model allowed the researcher to account for variability with distinct interpretation. IBM SPSS Statistics Software was used to calculate correlational and descriptive statistical internal reliabilities.

Once the data were collected, SEM was used for comparative analysis. Relationships among latent variables which are components of students' need satisfaction, motivation regulations, and intrinsic interest were analyzed. SEM was used in exploring the predictive pathways from student need variables of competence, autonomy, and relatedness, to individual teacher intrinsic interest outcome variables of enjoyment, value, and pressure, through teacher motivational regulations of autonomous and controlled motivation as mediators.

Qualitatively, a deductive thematic analysis used previous studies' results, both from student and other educational profession aspects, to inform the thematic approach for this study. Since the nature of deductive thematic analysis involves approaching the data with preconceived themes expected, based on theory or existing knowledge, an understanding that innumerable previous research studies contributed the theory of SDT and motivational outcomes (Pearse, 2019). External validity measurements from the interviews sought to promote a generalizability of the survey, allowing for other populations and contexts to provide legitimacy to the survey data.

Ethical Considerations

The researcher ensured ethics remained a top priory throughout the study. Following the methods outlined in this chapter ensured the validity and reliability of the study. The informed consent and permission form sent to school district leadership was the first line of assurance that conducting the survey within the previously described parameters was completely ethical. The informed consent form, as well as the disclaimer within the survey itself, followed Lindenwood University's informed consent policy guidelines for research and was approved by the IRB. A fair explanation of procedures, description of risks reasonably to be expected, and an instruction that the person is free to withdraw were all procedural steps taken to ensure the survey participants and interview participants were duly informed of their rights as participants. The risks to human participants in this study were minimal. All participants in this study were over the age of 18, had no identifiable impairments, were free from any adverse background investigations, and no identifiable personal information was recorded during survey proceedings. Interview participants' identities were not recorded, and all recordings of

interviews were kept in a secure, password protected folder on the researcher's personal password-protected external hard drive. Additionally, all recordings will be erased after three years, following final approval by the research committee, minimizing any future risk related to confidentiality.

Summary

This chapter sought to outline the research methods used to answer the hypotheses and research questions. A discussion on the study participants, procedures, data collection, data analysis, and interview questions outlined how the study was conducted and who participated. A mixed methods approach using CFA, SEM, and thematic analysis was used to develop theory on how the teacher evaluation system and administrative interactions impact the psychological needs and motivational outcomes of teachers. All study participants contributed to this study by sharing their experiences in the educational workplace and how their motivational outcomes and satisfaction were impacted. The goal of Chapter Four is to provide the study results and demonstrate that the methodology in Chapter Three was followed.

Chapter Four: Results

The purpose of this mixed methods study was to develop a theory on how the teacher evaluation systems and processes impact teacher motivation and satisfaction using self-determination theory. The aim was to understand how the innate intrinsic motivation and psychological needs satisfaction of teachers was affected by the controlled motivation of teacher evaluations. This study examined the motivational processes within the evaluation system using Self-Determination Theory (SDT; Ryan & Deci, 2017) and the differential effects of the three psychological needs within SDT. This study surveyed teachers to determine the overall impact of both controlled motivation and autonomous motivation on teachers' enjoyment, value, and pressure to teach. The researcher determined the impact of teacher evaluation systems on teachers' innate intrinsic motivation inventory, relating to enjoyment, value, and pressure, with the relationship of psychological needs of autonomy, competence, and relatedness. The researcher determined there is a relationship between controlled motivation and autonomous motivation on needs satisfaction of intrinsic motivation. This study was developed with prior research conducted by Wang et al. in 2019, and Taylor and Ntoumanis in 2007, using an approved survey design modified for teacher respondents. This study used IBM SPSS Statistics 29 software (IBM, 2021) to perform the confirmatory factor analysis which examined the factorial validity of latent variables within the educational community, using an online survey administered to teachers who have experienced the evaluation process. IBM SPSS Amos (IMB, 2013) software was used to analyze the structural equation models which were designed to determine the

specific impact of each latent variable on a teacher's overall intrinsic motivation inventory.

A survey was utilized through *Qualtrics* XM that was comprised of a Likert-scale ranging from one to five. The survey was divided into three sections, with each section collecting data on different motivational aspects surrounding teacher perception of evaluative methods. Section one reported on the degree of satisfaction for psychological needs of autonomy, relatedness, and competence. Section two reported on the perceived locus of causality for motivational regulation directed by intrinsic motivation, identified regulation, introjected regulation, and extrinsic motivation. Section three focused on the intrinsic motivational inventory comprised of enjoyment, value, and pressure. Each section consisted of questions modeled behind satisfaction or frustration towards the teacher evaluation system.

Following approval from two midwestern public school districts to collect data, a single selected representative from each building issued a survey email link to all staff. Staff from elementary, middle, and high schools from both districts were represented. Within the survey link's attached email, a brief introductory paragraph described the intent of the research study and directed participants to only participate if they were certified staff with at least one formal evaluation completed prior to taking the survey. Informed consent of the participants was also obtained, with participation being voluntary with the ability to be withdrawn at any time. Survey responses were open to participants over a four-week period. By the end of the four weeks, 144 participants met the qualifications and completed the survey. The majority of participants fell within the two

to 25 years of certified teaching range, with the mean between 11 and 15 years of certified teaching.

Research Null Hypotheses and Questions

Null Hypothesis 1: There is no relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator.

Null Hypothesis 2: There is no relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulation as mediators.

Null Hypothesis 3: There is no relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediators.

Null Hypothesis 4: There is no relationship between the teacher's perception of enjoyment and autonomous motivation.

Null Hypothesis 5: There is no relationship between the teacher's perception of value and autonomous motivation.

Null Hypothesis 6: There is no relationship between the teacher's perception of pressure and autonomous motivation.

Null Hypothesis 7: There is no relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator.

Null Hypothesis 8: There is no relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulation as mediators.

Null Hypothesis 9: There is no relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediators.

Null Hypothesis 10: There is no relationship between the teacher's perception of enjoyment and controlled motivation.

Null Hypothesis 11: There is no relationship between the teacher's perception of value and controlled motivation.

Null Hypothesis 12: There is no relationship between the teacher's perception of pressure and controlled motivation.

Research Question 1: How does autonomy, relatedness, and competence within the teacher evaluation system impact a teacher's sense of value, pressure, and enjoyment?

Research Question 2: What impact do the extrinsic controls of strict monitoring, poor evaluation results, and improvement plans in the teacher evaluation system have on teacher innate intrinsic motivation?

Measurements

Participants were asked to report on the degree of satisfaction for three psychological needs by responding to 24 items from the stem, 'How do you feel about teaching?' There were eight items referring to teacher need for autonomy (e.g., 'I can decide which lessons I want to teach'), eight items referring to teacher need for competence (e.g., 'I differentiate for students of all needs'), and eight items referring to

teacher need for relatedness (e.g., ‘I feel close and connected with other people at work’). Responses were reported on a five-point scale ranging from one (strongly disagree) to five (strongly agree).

Participants reported their motivational regulations using a scale originally adopted from the Perceived Locus of Causality questionnaire (Goudas et al., 1994), modified by Wang et al. (2019), and further adapted for this research. Subscales for motivational regulation focused on intrinsic motivation, extrinsic motivation, identified regulation, and introjected regulation. Amotivation was not used. The section consisted of 14 questions from the stem, ‘Why you teach.’ Four items for each subscale were used to assess intrinsic motivation (e.g., ‘I enjoy the time I spend with students’) and introjected regulation (e.g., ‘I want the respect of students and parents’). Three items for each subscale were used to assess identified regulation (e.g., ‘I chose this work to attain my career goals’) and external motivation (e.g., ‘It allows me to earn money’). Responses were reported on a five-point scale ranging from one (strongly disagree) to five (strongly agree). Intrinsic motivation and identified regulation were combined into the category of autonomous motivation and extrinsic motivation and introjected regulation were combined into controlled motivation.

Participants’ levels of intrinsic motivational outcomes such as perceptions of enjoyment, value, and pressure during teaching and evaluations were assessed using the adapted Intrinsic Motivation Inventory (Wang et al., 2019). Participants responded to 16 questions from the stem, ‘How you feel about teacher evaluations.’ Five items for each subscale were used to measure enjoyment (e.g., ‘I welcome my evaluators for frequent observations’) and value (e.g., ‘Teacher evaluations properly evaluate all of my traits as a

teacher'). Six items for the subscale pressure (e.g., 'I feel tense when being observed') were utilized. Responses were reported on a five-point scale ranging from one (strongly disagree) to five (strongly agree).

Data Analysis

Before confirmatory factor analysis was performed, a Kaiser-Meyer-Olkin (KMO) measurement test was conducted on SPSS to evaluate all data together and ensure a strength of relationship among variables. KMO value ranges from 0 to 1 and indicates whether the data are appropriate to be analyzed further. If the value of KMO is equal to or greater than 0.5 and has a probability less than 0.05, then the data are eligible for further factor analysis (Napitupulu, 2017). The KMO test showed a strong relationship between variables at 0.719, while partnered with a Bartlett's test of sphericity which showed a probability <.001, which fell within desired parameters. Both tests showed substantial correlations within the data, validating that data were appropriate for factor analysis.

A zero-order correlation was conducted on SPSS, shown in Table 1, in order to show the relationships between two variables within the data without the influence of other variables.

Table 1

Zero-Order Correlations Between All Variables of the Overall Sample.

		1	2	3	4	5	6	7	8
1.	Competence	1.00							
2.	Autonomy	.184*	1.00						
3.	Relatedness	.157	.106	1.00					
4.	Autonomous Motivation	.232**	.069	.082	1.00				
5.	Controlled Motivation	.214*	.088	.041	.317**	1.00			
6.	Enjoyment	.329**	.142	.090	.433**	.236**	1.00		
7.	Value	.249**	.015	.015	.344**	.213*	.669**	1.00	
8.	Pressure	-.148	-.201*	-.084	-.324**	-.083	-.722**	-.578**	1.00

*p < 0.05, **p < 0.01.

A perfectly positive linear correlation is shown as 1, while a perfectly negative correlation is shown as -1. Weaker linear correlations are closer to zero. In general, the three psychological needs were positively correlated with one another. Autonomous motivation showed strong positive correlations with value and enjoyment, while showing strong negative correlation with pressure. Controlled motivation showed a lower overall correlation between variables compared to autonomous motivation. Value showed a strong positive correlation with enjoyment. Enjoyment showed a strong positive correlation with competence. Pressure showed a strong negative correlation with value, enjoyment, and autonomy.

Table 2 shows the descriptive statistics including reliabilities, range, means, standard deviations, skewness, and kurtosis of all the variables.

Table 2

Cronbach's Alphas, Range, Means, Standard Deviation, Skewness, Kurtosis for All Variables.

Variable	α	Range	Mean	SD	Skewness	Kurtosis
1. Competence	.70	1 to 5	3.51	0.75	-0.63	-0.81
2. Autonomy	.78	1 to 5	3.65	0.95	-0.55	-0.58
3. Relatedness	.73	1 to 5	2.99	0.84	-0.03	-1.3
4. Autonomous Motivation	.73	1 to 5	3.93	0.69	-1.09	0.59
5. Controlled Motivation	.60	1 to 5	3.97	0.79	-0.92	0.42
6. Enjoyment	.82	1 to 5	3.18	0.95	-0.24	-0.65
7. Value	.78	1 to 5	2.94	1.01	-0.11	-0.89
8. Pressure	.76	1 to 5	2.89	1.03	0.08	-0.86

Cronbach's Alpha measures internal consistency for a related set of items as a group, showing the quality of the measurement tool and of scale reliability. A measurement of 0 shows no correlation, while 1 shows perfect correlation. Ideally, data near 0.6 is considered acceptable, while data at 0.7 or above is desirable, showing sufficient correlations (Bruin, 2006). Internal consistency was met within the acceptable to desirable range for each item within the survey tool. Standard deviation data showed that responses were clustered towards each other around the mean, while mean data showed the common responses leaned towards slightly higher ranges. Data shows a negative skew to the distribution, while kurtosis showed a distribution more concentrated towards the average similar responses in each category.

With the previous tests concluding a strong reliability within the survey items, confirmatory factor analysis was conducted to examine the factorial validity of all the measures using SPSS. As described earlier in Chapter Four, comparative fit indices were calculated, showing a desirable range for successful structural equation modeling.

Structural equation modeling was used for the main analysis of the latent variables, which were components of teachers' need satisfaction, motivational regulations, and intrinsic interest. Structural equation modeling was used in exploring predictive pathways from teacher need variables (competence, relatedness, and autonomy) to individual teacher intrinsic interest outcome variables (enjoyment, value, and pressure) through teacher motivational regulations (autonomous and controlled) as mediators. All models were structured around goodness of fit using various fit indices as seen in Table 3.

Table 3

Fit Indices for the CFA Models

Model	$\chi 2$	df	$\chi 2/df$	CFI	NFI	RMSEA
Need Satisfaction to PLOC	172.44	31	5.56	.90	.972	.078
PLOC to Intrinsic Motivation	168.69	32	5.27	.86	.827	.072

NFI=robust Normed Fit Index; CFI=robust Comparative Fit Index; RMSEA=robust Root Mean Square Error of Approximation (90% confidence interval).

The Chi-square goodness of fit test is a statistical hypothesis test used to determine whether a variable is likely to come from a specified distribution, evaluating whether a sample is representative of the full population (JMP, 2023). Chi-square is affected by sample size, such as models with large cases (400 or more) will almost always show significance (Hu & Bentler, 2009). However, Chi-square fit testing sufficed for this study since case numbers were well below the 400 range, so models with close fit should be considered acceptable. Chi-square, degree of freedom, and *p*-value are always reported as long-standing practice (Wang et al., 2019). A value of 5.0 or less indicates good model fit to the data (Hu & Bentler, 2009).

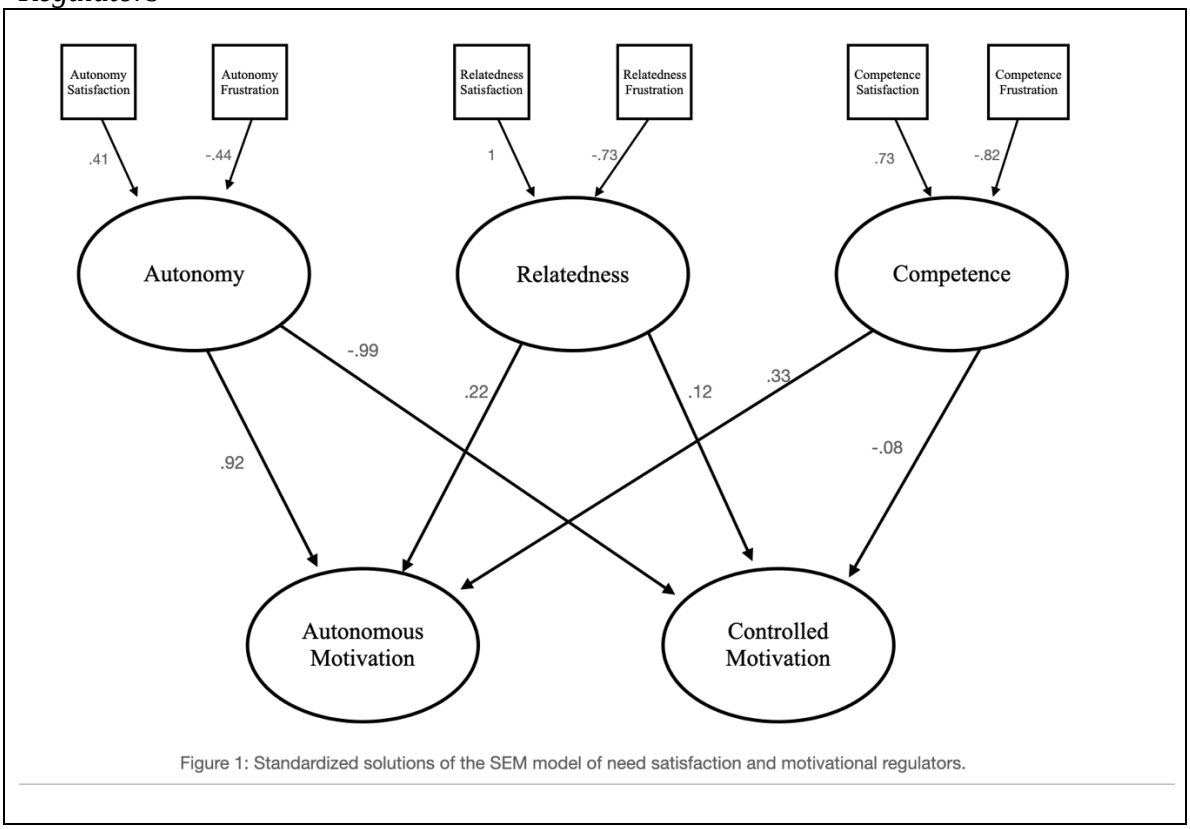
Multiple representations for goodness of fit were modeled in Table 3 as well. Comparative Fit Index (CFI) and Normed Fit Index (NFI) are incremental fit indices that compare the hypothesized model against a null model, with a range of 0 to 1, with values greater than 0.90 considered to indicate a satisfactory fit of the model to the data (Hu & Bentler, 2009). CFI showed a satisfactory fit of .90 in the Need Satisfaction to PLOC SEM model in Table 3; however, CFI was lower but still satisfactory with a fit of .86 in the PLOC to IMI model, also in Table 3, placing both models as seen in Figures 1 and 2 in positions of best fit. Root-Mean-Square Error of Approximation (RMSEA) assesses how poorly the model fits the data and measures the discrepancy per degree of freedom (Wang et al., 2019). This absolute fit index is very sensitive to model misspecification and is widely used, with an RMSEA value of .05 or less reflecting close fit, whereas value between .05 and .08 indicate reasonable fit (Browne & Cudeck, 1992). Both SEM models for this research showed a reasonable absolute fit with results of .072 and .078.

Structural Equation Modeling Analysis

"Structural equation modeling (SEM) is a multivariate statistical technique for testing hypotheses about the influences of variables on other variables, involving correlational and regression-like relations among observed and latent variables" (Hayashi, 2010, p. 557). The SEM model analysis showed relationships between needs satisfaction and intrinsic motivation through motivational regulators. Since confirmatory factor analysis signified significance in the data, it is important to note that each SEM model represents that same overall significance of fit, <.001.

Figure 1

Standardized Solutions of the SEM Model of Need Satisfaction and Motivational Regulators



As seen in Figure 1, each psychological need of autonomy, competence, and relatedness positively predicted autonomous motivation. Contrarily, psychological needs satisfaction negatively predicted controlled motivation with autonomy and competence, but positively predicted relatedness. In Figure 2, autonomous motivation positively predicted enjoyment and pressure and negatively predicted value. Controlled motivation positively predicted enjoyment, but negatively predicted value and pressure. The strength of the relationships approaching either 1 or -1 can be seen, compared with each hypothesis.

Figure 2

Standardized Solutions of the SEM Model of Intrinsic Motivational Outcomes to Motivational Regulators

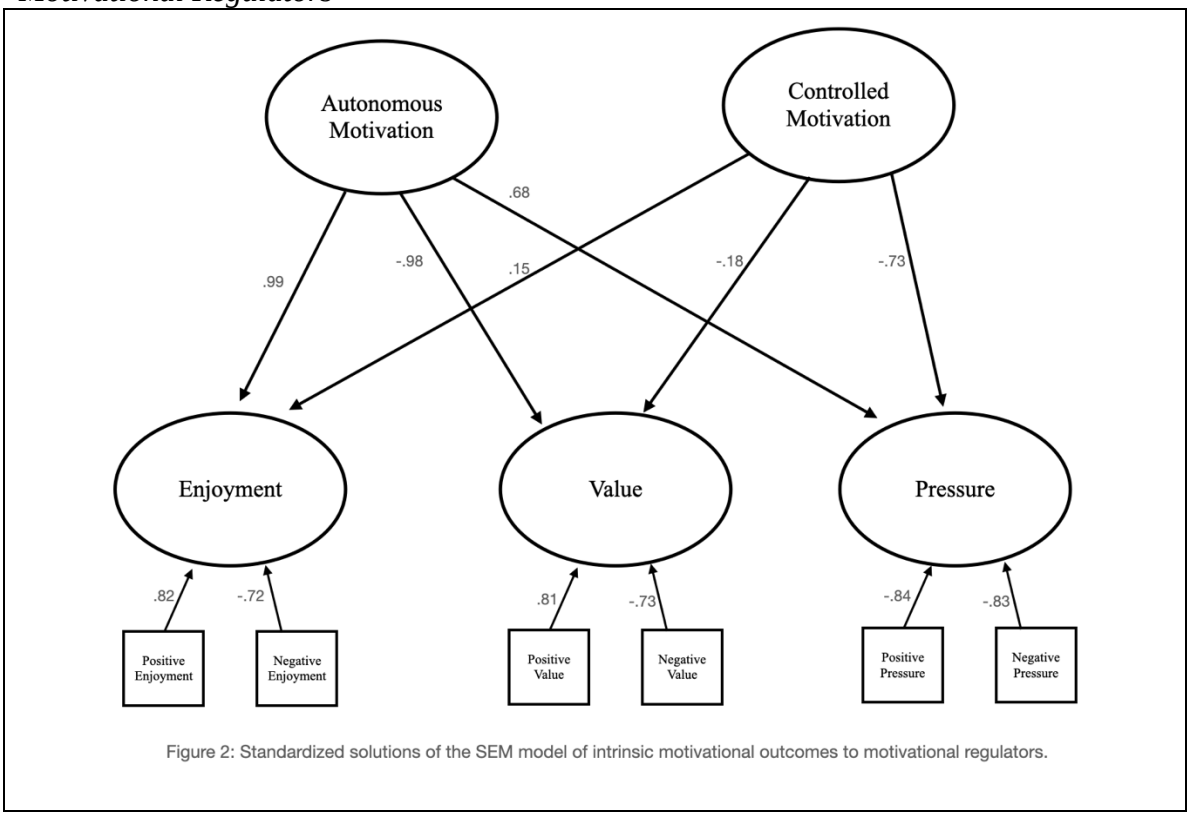


Figure 2: Standardized solutions of the SEM model of intrinsic motivational outcomes to motivational regulators.

Null Hypothesis Explanations

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator had a relationship, Null Hypothesis 1 was rejected. Competence was shown to have a positive relationship with autonomous motivation of .33, while autonomous motivation had positive relationships with enjoyment (.99) and pressure (.68), and a negative relationship with value (-.98).

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of autonomy to individual teacher intrinsic outcome variables

(enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator had a relationship, Null Hypothesis 2 was rejected. Autonomy was shown to have a positive relationship with autonomous motivation of .92.

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator had a relationship, Null Hypothesis 3 was rejected. Relatedness was shown to have a positive relationship with autonomous motivation of .22.

Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of enjoyment to have a positive relationship of .99 with autonomous motivation; Null Hypothesis 4 was rejected.

Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of value to have a negative relationship of -.98 with autonomous motivation, Null Hypothesis 5 was rejected.

Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of pressure to have a positive relationship of .68 with autonomous motivation, Null Hypothesis 6 was rejected.

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator had a relationship, Null Hypothesis 7 was rejected. Competence was shown to have a negative relationship of -.08 with controlled motivation, while controlled

motivation positively predicted enjoyment (.15), but negatively predicted value (-.18) and pressure (-.73).

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator had a relationship, Null Hypothesis 8 was rejected. Autonomy was shown to have a negative relationship of -.99.

Since the SEM model of need satisfaction and motivational regulators showed the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator had a relationship, Null Hypothesis 9 was rejected. Relatedness was shown to have a positive relationship of .12 with controlled motivation.

Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of enjoyment to have a positive relationship of .15 with controlled motivation, Null Hypothesis 10 was rejected.

Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of value to have a negative relationship of -.18 with controlled motivation, Null Hypothesis 11 was rejected. Since the SEM model of intrinsic motivation and motivational regulators showed teachers' perceptions of pressure to have a negative relationship of -.73 with controlled motivation, Null Hypothesis 12 was rejected.

Qualitative Findings

Twenty participants were interviewed for this study. All participants represented the requirements as described in Chapter Three. Each participant volunteered to participate in the interview research by filling out the appropriate voluntary participation section of the survey issued to school districts. Survey participants gave relevant contact information which allowed the researcher to contact them at a later date to schedule and issue the interviews. Fifty-one survey participants volunteered to participate. Each participant was placed into groups designated by their school district, forming two groups. One group was slightly larger than the other; however, each contained more than the desired amount for appropriate data collection. A random number was assigned to each volunteer after participants were placed into appropriate district groups. A total of 10 volunteers from each school district, totaling 20, were randomly selected by pulling numbers on slips of paper out of a cup and asked to participate. No other demographic information was collected by the researcher.

Theme 1: Teacher Evaluation Value

Teacher evaluation systems vary depending on school district and state protocols. The purpose of evaluation systems is to use observational and professional information to hold teachers accountable for how they teach to best serve students. During the interview, participants expressed views about their districts' teacher evaluation systems. The first theme that emerged was that evaluation systems do not hold value to teachers. The majority of participants (16) expressed that their evaluations were not valuable or effective overall. Additionally, scheduled observations do not increase motivation for

teachers and actually created resentment towards the systems because of the infrequency of procedures.

One respondent expressed a disappointment in how the system covers their development throughout the year. These participants identified themselves as being highly motivated and think the accountability piece lacks follow-through.

> The current district system is not valuable. I complete it every year and look through my own self-evaluation multiple times a year, making sure I'm following my goals, but the feedback from observations or walkthroughs seems like a checklist. I rely on admin to guide me and provide feedback to improve practice, so what goes on throughout the year for me leaves me disappointed. (Participant 9, personal communication, April 11, 2023)

Two participants also felt a sense of indifference towards the evaluation itself and the process by which evaluators administer the plans.

> It's a checkbox kind of thing to prove to the state that we have good teachers. I don't think administrators take it too seriously, because they allow for a lot of autonomy for how we teach. I understand the purpose of it, but it's usually last minute or too much for the small amount of time allowed. It's not as big a deal as it should be. (Participant 1, personal communication, March 29, 2023)

Another participant expressed similar sentiments.

> I'm indifferent to it. It's fairly straightforward and sometimes just a check the box situation for admin. It doesn't change my teaching style or what I do in the classroom. I've done this so long that I'm more tenured than the people evaluating me. (Participant 8, personal communication, April 10, 2023)

Another participant noted that administrators are put into a difficult situation being asked to evaluate staff on so many different standards throughout the year, on top of their daily schedule.

> I'm not sure of its effectiveness. It's a tall order for admin to give feedback in a timely and thorough manner. As a newer teacher, I'm desperate for feedback on what I can change for the better, but I've been left feeling like I got a pat on the back. It really feels meaningless and doesn't help the full scope of making teachers better. (Participant 13, personal communication, April 15, 2023)

Other participants expressed a more emotionally negative response overall. Since participants felt they were held to such high levels of accountability, many interviewed participants thought that evaluators should be held to an equal accountability.

> I've been evaluated probably a total of three times in 17 years. Observations happen, but not often. It's disrespectful to me to not be evaluated or observed often. I want people to see me, and I want my boss to know what I'm capable of…When we have other meetings with admin, such as a PLC, it doesn't tell me specifically what I need to improve on. (Participant 6, personal communication, April 8, 2023)

One participant, who expressed they were near retirement, took a long pause before answering. The participant stated that they wanted to be as professional in answering as possible.

> To put it plainly, the evaluations are useless. It covers so much minuteness that we don't deal with on the normal day to day. No admin can properly assess all the standards, yet they are forced to. So, what do you get? A bunch of empty

> comments and an ‘atta boy. The way the system is designed doesn’t allow for teachers to be properly assessed, and we need our teachers to be assessed properly. It helps the good ones who need guidance and gets rid of the bad ones who are beyond help. It’s what is best for kids. (Participant 12, personal communication, April 14, 2023)

Another participant who was a new teacher the year before the SARS CoV-2 pandemic shutdown, expressed they saw how new teacher evaluations were before, during, and after the return to full-time school.

> The whole thing is a joke. They almost scare you with how in depth everything will be, then you see your evaluator one time throughout the year. I guess things were more uncertain because of Covid, but it’s not a valuable assessment in my opinion. On top of it, my evaluator has never taught my subject matter, so most of our post-observation meetings revolve around me explaining content alignment and not my actual teaching. It was apparent my admin was out of touch with what goes in a classroom. (Participant 14, personal communication, April 16, 2023)

Subtheme 1: Autonomy and Peer Competence Promotes Value and Enjoyment

In SDT, gaining a better understanding of the impact of autonomy, competence, and relatedness on motivational outcomes guides research. The interview participants specifically identified a strong impact of autonomy and competence on their motivation and sense of value. Autonomy was shown to be a promotional tool for the feeling of value, with the majority of teachers speaking to how overall curriculum structures are commonplace, but their evaluators and administrators allow for their own personal touches on individual classroom teaching. However, too much autonomy became aligned

with a lack of interest in that teachers' development, leading to a decline in overall feelings of value. The guided practices related to common assessments and Professional Learning Communities (PLC) discussion around similar grade level and subject counterparts. Nearly all participants (18) identified competence as very important; however, the interpretation of competence was directed towards their teaching peers and not towards evaluative administrators.

One participant, who also identified that they were an evaluator and administrator prior to going back to teaching, noted the importance of autonomy to their classroom.

> The curriculum is collectively provided to teachers in order to get synchronized implementation in a scope. Specifically, how teachers present the information is up to them, for the most part. Usually, districts offer resources that teachers can use; however, they are not considered mandatory. The autonomy for teachers lets them be who they are and use the skills that they were hired for. (Participant 2, personal communication, March 30, 2023)

Another participant expressed that they are a very 'by the book' teacher and being given a level of autonomy shows respect and value. That value was interpreted as both a personal and professional valuation.

> I can use the curriculum skeleton to plan and deliver instruction in a way that best suits both me and my students. We are in the classrooms with kids every day, so we are the experts on what works best for individual needs. When my admin gives me the freedom to perform my duty how I see fit, I feel like they respect me, and therefore I have value. That level of autonomy shows me my value. Even when I've had struggles, my admin checks in on me to see how I'm holding up. It

> has never felt like they are judging me. (Participant 19, personal communication, April 27, 2023)

Another participant referenced a specific situation where the administrator was dealing with an issue between the teacher and an upset parent. Without the appropriate context, the administrator needed to gather information about what was going on in the classroom. Participant 7 referenced how the process felt:

> Autonomy is the freedom to design lessons around a common curriculum, learning goals, and standards. My current district does not provide a clear-cut curricular guide, so a lot of left up to us teachers to design and implement. During an incident with an upset parent, my evaluator sought me out to get the down low on what I was teaching and how. The interaction never felt like I was doing something wrong, but rather, I felt supported. It was more information gathering than anything. Being treated like I'm the professional made me feel really good and showed me that I matter. (personal communication, April 9, 2023)

Participant 16 expressed how autonomy was expressed differently than other interviewees stated, however the meaning behind the guided practice produced similar autonomous feelings and value.

> When you are provided with clear guidance and consistent communications, both within your own team and from building leaders, it established consistency and a way to operate daily. Within that daily agenda, teachers can find how best they work as a team, as well as what their responsibilities are. Once those daily structures are in place, I'm trusted by my boss to implement how I see fit.

> Operating within the guise of the structure without being micromanaged shows me I'm trusted and valued. (personal communication, April 22, 2023)

In a similar vein, the relationship between competence and enjoyment was expressed positively by interview recipients. Overall, the majority of interviews (13) stated that there was a connection to evaluator/administrator views on competence; however, that relationship was not reinforced by anything else besides a positive evaluation. The psychological need that mattered most to participants was the interpretation of competence from their teaching peers. Participant 5 discussed how relationships with peers help more than originally thought, on a personal level:

> Having others see me as competent is very important. It's molded around mutual respect and difficult to not take personally. It becomes more than a job, you're part of a team. When you overthink or doubt yourself, trusting others to reassure you or be there for you is more valuable than anything else. (personal communication, April 6, 2023)

Participant 10, a veteran teacher, expressed that competence not only has a positive effect on peer relationships, but the lack of such interpreted competence can also have an equally as negative outcome, which impacts more than just peer relationships:

> I've been teaching a long time and can handle things on my own, but I want my teachers to share things with me. You can't force them to respect you, but academic conversations are a great way to show what you know. If my peers think I'm not competent, it'll eventually get to the kids and impact how they view me too. (personal communication, April 11, 2023)

Another teacher newer to the profession stated a similar opinion as the previous participant. The perspective that others have of you as competent can be impactful, but the perspective that someone is incompetent can greatly detract from the enjoyment of teaching. Participant 14 stated:

> When I first started, I came to meetings and thought I had some great ideas. So, I presented those ideas to a group of peers only to have it struck down by a more veteran teacher without any feedback. That made me feel incompetent…which shook my confidence as a teacher. I had a few tough months after that. My evaluations would show that I'm competent, but that comes from someone who hasn't been in the classroom for a while. I needed my peers to feel I'm competent to really feel it, truly. (personal communication, April 16, 2023)

Other participants viewed competence as more of a label that not only helps build on other descriptors within their respective buildings, but to the larger community. Participant 4 stated that:

> Competence is the most important thing to feel towards someone else. It's linked to respect and value. There are times when support is needed, even outside of work, and my peers will help because I'm viewed as competent. It means I'm worth their time. (personal communication, April 5, 2023)

Similarly, Participant 9 felt:

> I don't want my peers to think that I'm incompetent as an educator, more so even than admin during walkthroughs. Colleagues are the most important people. I'm a huge part of the larger community. I constantly think of how others will remember me. If students or my peers think that I can't handle myself, then that's

> the reputation I've made in my community. That's hard to escape. Competence is at the forefront of that interpretation. (personal communication, April 11, 2023)

Subtheme 2: Relatedness is Important for All Motivational Indexes and Value

The second subtheme has a focus on how relatedness impacts other motivational indexes. The majority of participants felt that relatedness with peers, administrators, and evaluators all provided a greater sense of belonging, value, enjoyment. Participant 2 stated "relatedness is critical to student success. They need to see all staff on the same page, enjoying each other while working toward a common goal. It is essential for decision making and keeping the day to day productive." (personal communication, March 30, 2023)

A similar perspective on relatedness was expressed by participant 18:

> Relationships with peers is of paramount importance. The relationships make me a good teacher. We can collaborate more easily to make things better for students, and considering my peers friends makes working more enjoyable. There are some things that only other teachers can understand. (personal communication, April 26, 2023)

Another participant further explained how relatedness impacts the working environment. Participant 13 stated, "relationships are a collaborative thing. PLCs and communication, tracking student growth, all are things that need to be done together and shared. There needs to be trust with each other, which comes from relatedness and relationships" (personal communication, April 15, 2023).

Relatedness can also take a more personal form, both as something professional within a school building, but also provides a friendship outside of work. Participant 9 stated:

> Genuine relationships are a win-win situation. I value relationships where I can be my true self and not sugar coat anything, and vice versa. Safe and brave spaces are must. I've experienced situations where relationships aren't cared for within a building…it adversely affects the culture of the staff as a whole. (personal communication, April 11, 2023)

Peer relationships are valuable, as shown with prior interview feedback. However, relatedness to an administrator or evaluator also has a positive impact on the overall motivation of teachers. Specifically, being able to converse with administrators in an honest way helped teachers feel a sense of value. Participant 20 stated, "open and honest conversations about things like equity, behavior plans, and child placements help me feel more relaxed, less pressured. Blunt and open conversations with admin make me feel better…just an overall sense of relaxation" (personal communication, April 30, 2023).

An open sense of honesty in conversations and a level of contribution in decision making was a resounding influence on teacher enjoyment when relating to administration. Two participants stated that when changes need to be made, having administration come to them for advice really made them feel like the relationship was taken to a deeper level. Participant 1 declared:

> When admin are open and willing to talk, it sets up a strong, positive relationships. I can help facilitate change. The respect I'm shown impacts me as a

> person, but the feeling of my impact on positive change shows respect towards my professionalism as well. (personal communication, March 29, 2023)

Participant 7 stated:

> I can bring my concerns to admin, and we will come up with a plan and follow through. It could be something about my teaching, but honestly, most plans have been on how I deal with personal stuff related to the professional. (personal communication, April 9, 2023)

Theme 2: Evaluations Do Not Increase Motivation

Participants felt, nearly unanimously (19), that evaluations do not increase motivation. In fact, many participants felt that evaluations had alternative and unforeseen impacts on their motivation at work, compared to the intended purposes. The prevalence of this viewpoint caused evaluation's motivational impact to be the second theme. Two particularly motivated participants detailed their idea about why evaluations do not impact their motivation to teach. Participant 11 stated, "It's just another day to reach students. I don't view evaluations as high-pressure situations. I prepare the same as I would a normal day. I don't do anything for admin…I do what I do for the kids" (personal communication, April 12, 2023). Participant 7 said, "I always try to give my best, whether or not admin are watching. I do what I do to teach kids, not to impress a boss. I guess I should care what they think more, but I don't" (personal communication, April 9, 2023).

Another participant stated that they had worked both in administration and currently as a teacher. Their perspective on why things are the way they are,

motivationally, comes from pressure on administrators to pursue other aspects of the job, not putting much emphasis on evaluations. Participant 3 stated:

> The quality of evaluations show how admin feel about doing them. That feeling gets transported to teachers. Admin gets behind, so they either make excuses to not be in rooms, or they complete observations all at once in a short period of time. Either way, there isn't much pressure involved for teachers. It is what it is. (personal communication, March 30, 2023)

Another participant felt similarly about the frequency of evaluations impacting their motivation. Their perspective was neutral on evaluation's motivational nature, despite thinking that since they were newer, they should care more. Participant 13 stated, "I've never felt scared or conversely, motivated. If observations were continual, they may serve a more motivational purpose, but the reality is, they aren't. Nothing connects one evaluation to another" (personal communication, April 15, 2023).

On a similar note, Participant 5 discussed how "if there was continual, concrete feedback on how to improve teaching methods, evaluations would motivate. However, most teachers operate on self-identified weaknesses, so their motivation comes from doing what is best for kids, not what admin says about you" (personal communication, April 6, 2023).

A final participant expressed a more emotionally negative perspective about evaluations. They felt that the infrequency of evaluations and observations actually detracted from motivation. Participant 14 claimed:

I'm unchanged when evaluations happen. Most times, my admin says that I'm great and marks me well enough to not raise any flags. I think it's rude to never stop in, or just to

randomly pop in when they feel like it without warning. I think it's just rude to not take that part of their job seriously. (personal communication, April 16, 2023)

Subtheme 3: Evaluations Do Not Increase Pressure

Evaluations do not increase the feeling of pressure for the majority of participants. The overall conclusion differed slightly for newer teachers, who claimed that the process initially increased pressure, mostly out of novelty. Once a few more observations and evaluations were completed after the first year, the majority of participants stated that pressure did not increase, even slightly. Participant 17 stated, "new teachers for sure feel pressure. They need to prove their worth or justify their hiring. However, their experiences bring new understandings, so that pressure decreases dramatically as time goes by" (personal communication, April 24, 2023).

Participant 14 reiterated what previous participants stated, claiming that newer teachers feel more pressure because they are trying to prove something to those who hired them. The evaluations themselves do not increase pressure.

> I just turn up the volume on what I do normally. Since it's normally months since I've seen admin in my room, I want to put sprinkles on my teaching. It's more desperation to be seen than pressure I'd say. (Participant 14, personal communication, April 16, 2023)

Participant 6 echoed that idea by stating:

> I want to be on top of things when any guest enters. I view every day as in interview on what is best for kids. You may be the only person to talk to that kid that day, so the pressure is on making that kid love learning, not on proving anything to my boss. (personal communication, April 8, 2023)

Multiple participants stated that they actually welcome evaluations, since no one usually shows up throughout the school year. They stated that many formal evaluations get rescheduled for a later time, only to be forgotten and completed without any observations taking place. The lack of consistency showed them that evaluations are only as important as admin makes them seem. Participant 8 stated:

> I don't feel pressure because I feel like I'm doing a good job. I share what I do with my team of teachers, people who I trust, and they say I'm good at my job. If you want to watch, just come on in for the show!

Participant 9 felt:

> I sometimes don't even realize when someone is in my room. I could look up from what I'm invested in, small groups or direct teaching, and see my boss talking to a kid. It doesn't faze me. They're here and I'm doing what I always do. (personal communication, April 10, 2023)

The lens for which teachers view the evaluative process through their particular evaluator can change the level of pressure felt. Multiple participants claimed that they feel their evaluators are there to provide feedback to help them perform better in the future or to point out things to continue doing. Participant 7 stated:

> I feel a sense of value by my admin. I know that if they are observing, it's not to fire me or to criticize. They offer support to make me better. I actually enjoy being observed because I can show how much I love what I do. I feel that flows into everything about my teaching. (personal communication, April 9, 2023)

Another participant voiced concern that the subjectivity of who is observing and evaluating may lead to increased pressure. The relationships with their evaluator, as

stated previously in this Chapter, impacts how teachers view the evaluative process. Participant 18 claimed:

> I don't feel pressure, concern, or worry even during evaluations. I feel that if you do, you know you're not performing how you should be. My evaluator has shown me that they value the good and can provide clarity on what improvements need to be made. I've never felt like anything said is malicious or critical. It makes me curious how other evaluations go when the teacher does not have a relationship with their boss. (personal communication, April 26, 2023)

Subtheme 4: Improvement Plans Do Not Influence Motivation

The overwhelming majority of participants either had no idea what sort of improvement plans their school had for the year or were never put into a position to need any sort of personal professional improvement. School improvement plans (SIP) that were created to hold administration accountable for building-level concerns had no impact on teacher motivation. However, there was identified increases in motivation when the SIP connected student growth or student learning to everyday classroom concerns. Participants speculated how Professional Improvement Plans (PIP) would make them feel; however, they could not speak from their own experiences. Multiple participants stated that there was no impact at all of a SIP or PIP on their motivation. Participant 8 said, "They're too vague or big to do anything with. My role in them is limited. I can only do so much to 'reduce the achievement gap'" (personal communication, April 10, 2023). Participant 1 stated, "I don't pay attention to that stuff. They show you the goals during opening day meetings then they never come back up again" (personal communication, March 29, 2023). Participant 11 claimed, "I understand

a mission or vision statement, but those seem like a box that needs to be checked by the big bosses for the community. If they were about teachers and how they teach, I'd care" (personal communication, April 12, 2023). Finally Participant 12 discussed how "after 30 years and what seems like 20 plus SIP goals, you lose interest. Nothing about them influences my teaching. At best, it may heighten my awareness of something, but most is common sense to me" (personal communication, April 14, 2023).

A few other participants felt that given how current SIP goals look, there are ways that it could be used to increase motivation. Participant 16 stated, "All teachers need to be on the same page . . . get on board with building goals. Goals should trickle down to departments and overall impact students for the better. This is something admin need to initiate for staff" (personal communication, April 22, 2023).

Participant 3 said:

> It's a cool thought that a school goal could enact positive change. However, many teachers don't know where to start or are overwhelmed with the day-to-day grind. There's not enough time in the day to have teachers improve what admin should be focused on. (personal communication, March 30, 2023*)*

Synthesis and Summary

This chapter contains the results of the quantitative analysis, links the qualitative analysis to the research questions, and demonstrates consistency of the analysis with mixed methodology. One hundred and forty-four participants were surveyed for the quantitative portion of this study. All participants were past their first year of teaching, having completed at least one full evaluative cycle from their respective districts. There was a total of two school districts surveyed, comprising a pool of over 18 schools. The

questions were structured around 12 hypothetical outcomes relating to specific aspects of SDT, motivational regulations, and intrinsic motivational outcomes. All participants were given an opportunity to volunteer for a follow-up interview. Fifty-one participants volunteered, but a random selection of 20 respondents, 10 from each school district, were chosen to participate. Interview questions were structured to understand what factors within SDT and the teacher evaluation system impact teacher motivational outcomes and how extrinsic controls affect innate intrinsic motivation.

Consistent with a quantitative analysis, CFA results showed a reliable internal consistency and a useable goodness of fit within the structure of the survey results. SEM analysis provided insight into the relationships between latent variables and confirmed the rejection of all 12 hypotheses, resulting in three conclusions: (a) Psychological needs positively predicted autonomous motivation, and in turn, positively predicted enjoyment and pressure, and negatively predicted value, (b) Psychological needs satisfaction negatively predicted controlled motivation with autonomy and competence, but positively predicted relatedness, (c) Controlled motivation positively predicted enjoyment, but negatively predicted value and pressure.

The thematic analysis resulted in two themes and four subthemes, as shown from the interview portion of this study, summarizing the contributing factors that impact teachers' innate motivation. The themes resulted in: (a) Teacher Evaluations Do Not Hold Value to Teachers, (b) Evaluations Do Not Increase Motivation. The subthemes resulted in: (a) Autonomy and Peer Competence Promoted Value and Enjoyment, (b) Relatedness Improves All Motivational Indexes and Adds Value, (c) Evaluations Do Not Increase Pressure, (d) Improvement Plans Do Not Influence Motivation.

While great effort is taken by the state and various school districts to place importance in the teacher evaluation system and the resulting evaluation results, it is evident in the research results that there are no positive benefits for teachers concerning value or motivation. Chapter Five includes the summary for the critical analysis and discussion on the two themes and four subthemes.

Chapter Five: Summary and Conclusions

The purpose of this mixed methods study was to understand the impact of the teacher evaluation system on teacher innate motivational outcomes through motivational regulators, guided by the self-determination theory (SDT). The specific aim was to understand how innate intrinsic motivation and the psychological needs of autonomy, competence, and relatedness of teachers were affected by the controlled motivation of teacher evaluations and evaluators. Additionally, this study served to understand the overall impact of both the controlled and autonomous motivation regulators of intrinsic, external, introjected, or identified regulation on teachers' enjoyment, value, and pressure to teach.

This chapter includes a discussion of major findings as related to the literature on SDT theories, motivational factors surrounding teacher evaluation systems, extrinsic motivational outcomes related to education, and educational applications of the motivational process within SDT. Also included is a discussion on connections to this study and motivational theories in regard to the educational setting. This chapter also includes a discussion of limitations of the study, areas for future research, and a brief summary.

This chapter contains discussion and future research possibilities to help answer the following hypotheses and research questions:

Research Hypotheses and Questions

Hypothesis 1: There is a relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediator.

Hypothesis 2: There is a relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulation as mediators.

Hypothesis 3: There is a relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher autonomous motivational regulations as mediators.

Hypothesis 4: There is a relationship between the teacher's perception of enjoyment and autonomous motivation.

Hypothesis 5: There is a relationship between the teacher's perception of value and autonomous motivation.

Hypothesis 6: There is a relationship between the teacher's perception of pressure and autonomous motivation.

Hypothesis 7: There is a relationship between the teacher need variable of competence to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediator.

Hypothesis 8: There is a relationship between the teacher need variable of autonomy to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulation as mediators.

Hypothesis 9: There is a relationship between the teacher need variable of relatedness to individual teacher intrinsic outcome variables (enjoyment, value, pressure) through teacher controlled motivational regulations as mediators.

Hypothesis 10: There is a relationship between the teacher's perception of enjoyment and controlled motivation.

Hypothesis 11: There is a relationship between the teacher's perception of value and controlled motivation.

Hypothesis 12: There is a relationship between the teacher's perception of pressure and controlled motivation.

Research Question 1: How does autonomy, relatedness, and competence within the teacher evaluation system impact a teacher's sense of value, pressure, and enjoyment?

Research Question 2: What impact do the extrinsic controls of strict monitoring, poor evaluation results, and improvement plans in the teacher evaluation system have on teacher innate intrinsic motivation?

Interpretation of the Findings

Quantitative Findings

The theory of what intrinsic outcomes and how the perception of value, enjoyment, and pressure are influenced by the motivational regulators of autonomy and controlled motivation is shared in this study. The hypothetical conclusions are comprised into CFA and SEM analytical results: (a) Psychological needs positively predicted autonomous motivation, and in turn positively predicted enjoyment and pressure, and also negatively predicted value, (b) Psychological needs satisfaction negatively predicted controlled motivation with autonomy and competence but positively predicted relatedness, (c) Controlled motivation positively predicted enjoyment but negatively predicted value and pressure. All of these factors help contribute to an understanding of how motivation is impacted by regulatory factors within the educational evaluation system.

The first three hypotheses focused on the relationship of intrinsic motivational outcomes of enjoyment, value, and pressure based upon an interpretation of competence, autonomy, and relatedness, through autonomous regulators. The overall assessment of H1, H2, and H3 resulted in influential relationships between intrinsic motivational outcomes and psychological needs satisfaction through autonomous regulation. The SEM data showed that autonomy had the strongest relationship to autonomous motivation, followed by competence, then relatedness. All showed a positively predicted relationship. Through autonomous motivational regulators, the strongest positive relationship outcome was shown to be enjoyment followed by pressure, where strongest negative relationship was to value. These relationships reiterate similar findings within literature (Wang et al., 2019) regarding student populations, which showed all positive influences between psychological needs, autonomous regulators, and intrinsic motivational outcomes.

Further analysis between autonomous motivation on enjoyment, value, and pressure showed the presence of a relationship. Although similar to H1, H2, and H3, the next hypotheses, H4, H5, and H6 were designed to analyze the relationship solely between moderators and intrinsic outcomes. The CFA confirmed that the data presented in the survey held substantial internal consistency, goodness of fit, and correlations. Within the SEM model, enjoyment and pressure were positively predicted, while value was negatively predicted. The data, along with the interview participant answers, combined to form a deeper understanding of how autonomous regulators impacts intrinsic motivation among teachers regarding the evaluation system. Studies showed (Deci & Ryan, 1985, 1991; Ryan & Deci, 2000) that motivation to satisfy intrinsic needs are considered essential for self-growth, social development, and personal well-being.

Participants enjoy having the ability to teach within their style and the freedom to choose strategies they feel are best for students. However, too much autonomy within the evaluation system was shown to decrease value, with participants stating that they want evaluators to see what they do in order to improve pedagogy. When evaluators are not frequently in rooms evaluating, teachers lose their sense of value from the evaluation system. Autonomous motivation also showed a positive correlation with pressure, meaning that teachers do not feel pressure when evaluations are occurring, which was reinforced by the thematic analysis of interview responses shown later in this chapter. Literature (Bleiberg et al., 2021) regarding the impact of pressure on teachers and the resulting student achievement outcomes showed little benefit of the teacher evaluation system on students' achievement outcomes.

Hypotheses H7, H8, and H9 were designed to address the individual psychological needs satisfaction of competence (H7), autonomy (H8), and relatedness (H9) through controlled motivational moderators, and further expressed through intrinsic motivational outcomes. The individual psychological needs, as shown through the SEM, revealed negative predictions of autonomy and competence, and a slightly positive relationship to relatedness through controlled moderators. Autonomy satisfaction was almost perfectly negatively predicted, signifying a strong resistance of autonomous feelings when external motivation or obligations guided actions. Literature shows (Haerens et al., 2015) that when perceptions of controlling motivational strategies are used, it contributes to amotivation and need frustration, increasing behaviors similar to oppositional defiance. Controlled motivation also predicted slightly negative dissatisfaction of competence, signifying an erosion of confidence when external and

obligatory expectations are felt towards the evaluation system. The only positive prediction of psychological needs was controlled motivation to relatedness, showing that participants felt that they could relate to peers regarding the evaluation system, or the standards within the evaluation system itself.

Further studies incorporating SDT and motivation (Liu et al., 2016; Ryan & Deci, 2017) uncovered that the controlled motivational methods within education related to "drill and discipline" until there is one solely established correct way to do things, only serves to decrease the sense of psychological needs satisfaction (p. 7). The teacher evaluation system can serve as a guide to best practice for teachers; however, if it is underutilized by evaluators or made to facilitate an over scrutinization of specific teaching methods, it serves to be a contributor to controlled outcomes.

The final hypotheses, H10, H11, and H12, focus on the intrinsic motivational outcomes related to controlled moderator influence. The intrinsic motivational outcomes of enjoyment (H10), value (H11), and pressure (H12) were shown to have relationships with controlled motivation. Controlled motivation positively predicted enjoyment, while negatively predicted value and pressure. Relating to enjoyment, controlled motivational moderators showed a slight positive relationship, signifying that some controlled motivation has a positive influence on intrinsic motivation. As shown later in this chapter during the interview analysis, participants spoke to the idea that guidance through the evaluation system provides a feeling of concern for the teacher's well-being and guidance for higher teacher achievement. A study on more strict teacher evaluation structures stated that teacher evaluation reform meant to weed out weak teachers actually drives good educators away as well (Bleiberg et al., 2021).

Value was shown to have a negative relationship with controlled motivation, signifying that with more external or introjected regulators put into practice, the value felt by participants decreased. A strong positive relationship of value satisfaction and strong negative of value frustration also reinforced the validity of this study's results. When the psychological need of value is satisfied, people become more autonomous in behavior, persist in that behavior, and feel better overall (LaGuardia, 2017).

Pressure was also shown to have a negative prediction of controlled motivation; however, the prediction's relationship was overall stronger. This strong relationship signified that the presence of controlled motivational moderators contributed to increased perceptions of pressure. In reference to the specific teacher evaluation system, as shown in the interview responses, there was not an increased sense of pressure during evaluations by the more tenured teachers. However, the survey responses related a sense of pressure to the multitude of systems at place within education, with specifics relating to the actual evaluation system. Overall, when external and introjected regulation rely on rewards or obligatory task achievement, teachers' sense of pressure do not increase. Literature showed (Herman & Golan, 1991) that teachers are feeling increased pressure because of the impact of standardized test scores, resulting in not only negative feelings but a continuation of ill-effects physically and at home.

Qualitative Findings

The theory for what contributes to the psychological need satisfaction and intrinsic motivational outcomes for teachers is multi-dimensional and comprised of two themes and four subthemes: (a) Teacher Evaluations Do Not Hold Value to Teachers, and (b) Evaluations Do Not Increase Motivation. The subthemes resulted in: (a) Autonomy

and Peer Competence Promoted Value and Enjoyment, (b) Relatedness Improves All Motivational Indexes and Adds Value, (c) Evaluations Do Not Increase Pressure, and (d) Improvement Plans Do Not Influence Motivation. Some factors relate to the intrinsic motivation of the individual before other types of motivation make an impact, while other factors relate to time in the profession and perception of value by administration.

Each of the two themes and four subthemes were prominent factors for determining perception of value, feelings of autonomy, relatedness, and competence, motivational outcomes, and feelings of pressure related the evaluation system for teachers participating in this study. These themes build upon one another, showing what is important to the individuals related to evaluations and perceptions of value. Each theme is described in detail in the following sections.

Teacher Evaluations Do Not Hold Value to Teachers

This study's conclusion that teacher evaluations do not hold value to teachers, especially after the first few years in the profession, agrees with the literature that indicates teachers want evaluators to invest time in providing them feedback (Tuytens et al., 2020). Investment in feedback shows that evaluators have taken the time to enter classrooms frequently in order to better understand how teachers are performing, then properly provide insight into improving performance or acknowledging positive aspects. However, the majority of participants voiced that evaluator observations were so infrequent that the process became devoid of meaning. Some participants expressed that they had not been evaluated more than a handful of times throughout their career, while others stated that even though they believed the evaluation system was functional at its core, the lack of follow through by evaluators made the process valueless. Participants

did express that in their formative teaching year, referring to their first evaluation cycle, there was a perception of value associated with observations and post-observation meetings with evaluators. That feeling of value faded as years of experience increased.

In this study, participants highlighted the high number of evaluation standards on which evaluators must collect data, in order to fully complete the evaluation forms. With literature stating that evaluation systems should focus on highlighting only the best characteristics for teachers to master, having an overwhelming number of focal points limits the value teachers can place on the system (Ford & Hewitt, 2020). Participants identified that many of the standards relate to the educational system more than the day-to-day classroom management aspects, limiting what can be put into an actionable plan. Instead of finding value in the evaluation system, participants identified that peer relationships and competence were the ultimate sources of value in their profession.

Evaluations Do Not Increase Motivation

The majority of participants expressed that regardless of who was entering their rooms in an evaluative sense, their motivation to perform well did not change. The original motivation to meet the needs of students was the resounding motivational factor for all participants, with many citing that evaluator motivation did not even play a factor at all. Regardless of an impromptu or formally planned evaluation, motivational outputs did not increase. The didactic nature of evaluations lends teachers to find motivation through their usual interactions with students and peers, resulting in a lesser dependence on evaluator input as a motivational tool (Gonzalez & Firestone, 2013).

Opfer and Pedder (2011) further explained that the cognitive dissonance between what one already knows and what one wants to learn must be optimally balanced; the

imbalance resulting in teachers avoiding the experience, or in the case of this study, a total lack of concern for evaluations. This study reiterated that the motivational outcomes of the evaluation system, although not explicitly designed to motivate, resulted in providing teachers with no identified motivation and lessening the importance of the evaluative process overall. This study's conclusions emphasize the importance of consistency and fidelity in the administrator's evaluative processes, without which no value nor motivation is associated by teachers. Building a relationship, consistently performing observations, and providing actionable feedback are factors identified by participants in this study, as well as in historical literature, that provide a higher motivational regulation for teachers (Liu & Hallinger 2018).

Autonomy and Peer Competence Promoted Value and Enjoyment

Performance-based policies and evaluations serve the role more of a satisfier than motivator, as determined by this study. External motivation did play a role in the quantitative portion of this study; however, the psychological needs of autonomy and competence, as viewed by peers, greatly influenced the intrinsic motivational outcomes of value and enjoyment. Autonomy served as a motivational motivator, to a certain extent. Participants in this study referred to the freedom to teach lessons how they saw best and increased their sense of value as a professional by their evaluators. However, too much autonomy was seen as a lack of concern or care for teacher development, an essential part of an evaluator's credentials according to participants. Competence in regard to one's peer also served to increase motivational outcomes, far exceeding that of an evaluator. Participants referred to the need for their grade level, subject, or building-level teaching peers to view them as competent, both in subject matter and pedagogical

ability. According to SDT, competence and autonomy rely on each other for full assimilation of a task or assignment (Deci & Ryan, 2002). A sense of competency allows people to feel more confident in their decisions and are willing to work on tasks more autonomously.

SDT studies throughout multiple decades (Ryan & Deci, 2017; 2002; 2000; 1994; 1985) concluded the relationship between competence and autonomy positively impacted the motivational outcomes of enjoyment, value, and decreased pressure. This information has led to theories around cultivating student success and business management guidelines, as well as pedagogical methods for instruction. However, this study has applied the conclusion related to teacher satisfaction and motivation related to the satisfaction of autonomy and interpreted peer competence. Autonomy-support has similarly been shown to be the critical factor in promoting intrinsic motivation (Reeve & Deci, 1996). The conclusion drawn from both prior research in collaboration with this study shows that support around autonomous behavior, as well as support from peers related to competence, will fully reinforce an individual's sense of value and enjoyment.

Relatedness Improves All Motivational Indexes and Adds Value

In previous literature, experiencing mutual reliance and respect are the key to building relationships without concern for attainment of certain outcomes or formal status (Deci & Ryan, 2002). This study shows that relatedness between teachers not only adds to their perceived value, but positively impacts enjoyment while growing a stronger sense of autonomous support for one another. Many participants referenced that relationships where they can be more honest, open, and trusting with peers or supervisors greatly influenced their enjoyment and motivation to not only teach but teach with confidence.

Those positive relationships also helped foster more concern for evaluators and feedback from the evaluation process. Participants referenced that when the evaluator relationship turned to more data analysis or seemed to be forced, instead of cared for, the culture of the building turned negative.

One interesting aspect of relatedness is the principle's relationship with external motivation. As literature showed, introducing external motivational factors such as awards or positive affirmation in a public meeting can actually detract from a teacher's innate motivation (Niemiec & Ryan, 2009). The natural volitional process and motivation, innate in all individuals according to SDT, can be negatively impacted through incorporating extrinsic associations within the evaluation system as well (Deci & Ryan, 2002). This study reinforced the idea that those negative associations bleed into the relatedness teachers feel towards their evaluators, harming any positive relationships that are not carefully cultivated over time. Further research showed that having strong relational factors can positively grow a motivational association with evaluations; however, frustration of, or detraction from relatedness can be more detrimental than low need fulfillment (Vansteenkiste & Ryan, 2013).

Relatedness has been one of the most overlooked psychological needs; however, previous literature, as well as this study, reinforces the idea that relatedness is one of the strongest predictors of autonomous motivation (Standage et al., 2005). Participants repeatedly reinforced the need for relatedness from their evaluators in order to build a positive association with the systems in place and were even willing to overlook systemic imperfections if a trusting relationship was present with their evaluator. This study's SEM figures showed a positively predicted relationship with relatedness and autonomous

motivation in addition to a perfect prediction of relatedness satisfaction with relatedness motivational acquisition.

Evaluations Do Not Increase Pressure

Participants in this study strongly agreed with the understanding that evaluations do not increase pressure for teachers who have fulfilled their first official formal evaluation cycle. Many participants voiced that their first evaluations did contribute to a heightened sense of pressure; however, year after year that pressure dissipated into feelings of little to no pressure whatsoever. The overwhelming consensus among participants regarding the lack of evaluation pressure was linked to an equally lacking consistency in evaluator presence in classrooms. Literature also contributes to this dynamic as well, showing that teachers who are told to conform to a certain teaching style without guidance or constrained to follow certain guidelines which may deplete autonomy and increase pressure (Taylor et al., 2010). Multiple studies (Baard et al., 2004; Taylor & Ntoumanis, 2007) referenced that increased pressure for teachers regarding the evaluation system stems from unsupported transitions to new methods of teaching or overwhelming responsibilities and limited time to prepare, not from the actual evaluation system itself.

This study showed that not only was pressure not increased because of an evaluation or the presence of an evaluator, pressure actually was unaffected by administration's presence in classrooms as well. Despite having the power to influence a teacher's continued employment, upper administrators, such as superintendents being present in a classroom for observations, kept a consistent low-pressure consensus, while also providing that teacher with a decreased sense of value for that particular person.

Ryan (2002) concluded that pressure can be associated with guilt avoidance or compulsions for external motivational satisfaction. Participant reactions aligned with Ryan's (2002) conclusions, reinforcing that if they are doing what they do on a normal day with pride and fidelity, as many participants felt they do regularly, that is enough to negate the feeling of pressure.

Improvement Plans Do Not Influence Motivation

In education, teachers face the continual pressure of following constant changes to school protocols and functionality, increased emphasis on data collection, and legal pressure to accommodate within classrooms. Participants within this study continually referenced a need for transparency and consistency within the evaluation system, showcasing the lack of fidelity on evaluative observations or relatedness with evaluators. One of the more publicized forms of improvement goals that is data backed and guides an action plan are school improvement plans (SIPs). These plans are usually published for the public to see or are presented to staff in each building. There are district-level improvement goals and building-level improvement goals. Participants in this study concluded that despite the publication of these goals, SIP goals do not apply to the day-to-day functionality of a classroom and have very little impact on a teacher's teaching practices. There was a sentiment that participants would care more if goals actually applied to teacher expectations or student improvement strategies. Overall, participants could not list even a single SIP goal for the current academic school year.

Connecting SIP goals to motivational outcomes came during the interview process. A participant referenced how SIP goals are "not as effective or impactful as they could be" (Participant 2, personal communication, March 30, 2023), so a question

pertaining to SIPs and personal improvement plans (PIPs) was added. Overall, literature suggests (O'Day, 2002) that accountability amongst the district administrators will cause more effort to be placed into improvement plans, which will in turn, place more consideration to helping teachers improve in the classroom and increase motivation. Participants referenced that many development opportunities provided by their district focused on aspects within teaching that do not apply to their daily tasks, so many opportunities to place value on SIP goals goes by the wayside. Regardless of the overall reasoning, participants did not feel any motivational influence because of SIP goals.

Implications for Future Theory and Research

Chapter Two included descriptions of several motivational theories. These theories included Deci and Ryan's (1985) self-determination theory (SDT) and basic psychological need theory (BPNT), Foucault's (1995) docile bodies, deCharm's (1968) perceived locus of causality (PLOC), Ryan and Connell's (1989) perceived locus of causality and internalization, and Maslow's (1956) basic needs theory. How the motivational outcomes discovered in this study fit with these theories is discussed in the following sections.

Self-Determination Theory

Deci and Ryan's (1985) self-determination theory included the suggestion that intrinsic motivation is enhanced when the satisfaction of three psychological needs of autonomy, competence, and relatedness is achieved. In this study, the feelings behind the three psychological needs linked with motivational impacts of the teacher evaluation system were closely related to the self-determination outcomes originally theorized. The satisfaction and frustration behind autonomy, competence, and relatedness were shown to

be both impacted by and contributed to future motivational outcomes of autonomous and controlled motivational moderators. Although studies within SDT literature suggest all the three psychological needs to be satisfied for intrinsic motivation to be enhanced, few studies examined the relative effects of each individual psychological need (Niemiec & Ryan, 2009; Wang et al., 2019). This study placed individual emphasis on each psychological need and how it was influenced by motivational moderators within the teacher evaluation system, and further linked to intrinsic motivational outcomes for teachers. Through this study, the teacher evaluation system was shown to impact autonomy, relatedness, and competence to varying degrees, unveiling that both too many or too few autonomous and controlled regulators would produce negative effects. However, the results of this study show that the three psychological needs are distinct and unique to one another.

Basic Psychological Needs Theory

The basic psychological needs theory also conceptualized by Deci and Ryan (2000) theorized that people are motivated to satisfy the psychological needs of autonomy, relatedness, and competence for their own self-growth, social development, and personal well-being. The differences between SDT and BPNT emerge through the emphasis of BPNT on how frustration plays a critical role between psychological needs and maladjustment, as well as how psychological needs and physical needs drive one another (Vansteenkiste et al., 2020). Additionally, the term psychological need is defined in a more specific way in SDT; that is, a psychological nutrient that is essential for individuals' adjustment, integrity, and growth (Ryan, 1995). In BPNT, a psychological need is defined by a specific desire that can be conducive to or is considered essential for

an individuals' well-being, while its frustration increases risk for passivity, ill-being, and defensiveness (Ryan & Deci, 2000; Vansteenkiste & Ryan, 2013).

This study utilized aspects from both SDT and BPNT to create psychological need satisfaction and frustration-based questions survey, allowing for teachers to categorize how not only a lack of satisfaction would impact motivation, but how actual frustration would impact motivation as well. While the results of this study confirm that a lack of need satisfaction can form negative relationships with motivational outcomes, it also showed that need frustration can actually negate external or interjected motivation, replacing it with a broader emphasis on autonomous motivational moderators for balancing out one's natural intrinsic motivation.

Docile Bodies

Foucault (1995) defined docile bodies as a group so used to being watched continuously that their discipline becomes internalized. It was further understood that docile body systems work well in facilities such as prisons but would have detrimental effects within schools. Foucault (2003) further explained that a body that is docile may be subjected, used, transformed, and improved. The docile body was easily converted to the norms of the systems in which the subject operated but there was a limitation on free thought and flexibility in creativity. The teacher evaluation systems that were utilized within the school districts in this study actually showed that the docile bodies theory does not play an active role in influencing teachers. Through both quantitative and qualitative research, this study showed that teachers suffer from a lack of continuous observations, and instead, are reliant on their own mastery of both content and pedagogical professionalism.

Perceived Locus of Causality

deCharm's (1968) original notion of perceived locus of causality discussed that the direct autonomous nature of intrinsic motivation of an individual was the driving force behind the choice to perform specific behaviors. In the case of autonomy, an individual's need did not signify independence, but rather the need for autonomy is satisfied when individuals feel they have a choice in engaging in a particular behavior (Levesque et al., 2010). Further research on the PLOC with the addition of motivational regulators was completed by Ryan and Connell in 1989. The addition of external, introjected, identified, and intrinsic motivational regulators was designed to help identify a gradient of autonomy, which was identified as the largest contributor to satisfaction of an individual's needs.

This study utilized the four motivational regulators to gather self-perceptions of individual participants regarding need satisfaction and frustration beyond just the psychological need of autonomy. Competence and relatedness were two additional psychological needs that were divided into a gradient of satisfaction and frustration moderators as well. The specific results of this aspect of study were described in Chapter Four statistically and further explained in this chapter. Overall, the controlled motivation associated with introjected and external motivational moderators led to a larger overall rejection of the psychological needs of relatedness, while need satisfaction associated with intrinsic and identified regulators within autonomous motivation were shown to satisfy the needs of autonomy, relatedness, and competence.

Basic Needs Theory

Maslow's (1956) basic needs theory was originally designed to explain the motivational aspect of an individual using two basic need categories: deficiency needs and growth needs. Within these needs, various levels of satisfaction will help an individual ascend to the next perceived level or set of needs. Taking the basic needs theory into account, applying only one set of needs, growth needs, led to its application into this study. The growth needs, as described by Maslow (1956), focus on the psychological and are associated with the realization of an individual's full potential and need to fully achieve intellectual and creative behaviors.

In this study, the need for an individual to satisfy the three identified psychological needs of autonomy, relatedness, and competence led to a more fulfilled person, causing relationships to grow between autonomous and controlled motivation and the intrinsic motivational outcomes of enjoyment, value, and pressure. Autonomous motivation's satisfaction influenced a growth of enjoyment and pressure, while controlled motivation's satisfaction influenced a growth of enjoyment. Coupled with the qualitative explanations from interviews, the data show that legitimate satisfaction or frustration of these motivational influences within the teacher evaluation system can impact an individual's full satisfaction.

Implications for Future Practice

Teacher evaluations and the structures that school districts adopt to attempt to hold educators accountable today may be undermining the intrinsic motivation. At least four million people in the United States are trained to teach but choose not to (Holmes et al, 2019). In a study of teacher attrition rates for the American Association of School

Administrators Leadership News found that, each year approximately 6% of America's teachers leave teaching for other careers and 7% change their schools, while teachers in urban districts leave the profession within five years at a rate of 50% (McCreight, 2000). Teacher retention is usually looked at through the lens of administrative effectiveness and involvement, while many studies lack any focus on positive psychology and teacher happiness. Teacher emotional and physical well-being has not been studied to the degree that actually provides detailed help to alleviate problems within the educational system. Education systems have not yet demonstrated the ability to drive substantial satisfaction with regards to teacher psychological fulfillment.

The results of this study suggest that despite the emphasis within education to hold teachers accountable, teacher evaluation systems do not provide pedagogical guidance, instructional accountability, or intrinsic motivational support to teachers. Evaluators were shown to lack any sort of continued presence within classrooms that would promote positive relationships or a sense of value within teachers. Without relationships or a reliance on evaluator feedback, teachers have developed a reliance on peer support and apathy towards the observational and evaluative procedures organized by school administrators.

A deeper understanding of psychological needs satisfaction within the educational community can contribute to a positive change within evaluation systems. Motivational outcomes for teachers have been shown to connect to satisfaction of autonomy, relatedness, and competence. These psychological needs have become adapted by teachers in order to get the most satisfaction out of various relationships. Peer relatedness and competence was shown to outperform any concept of administrative influences.

Autonomy was shown to actually negate from motivation when evaluator absenteeism causes a decreased sense of value. Autonomy was shown to be valued by the majority, however the lack of evaluative diligence by evaluative staff was often perceived as neglect and not independent value.

For the teacher evaluation system to take a positive step forward, evaluators need to understand that teachers, in the vast majority, are intrinsically motivated. The cultivation and care of that motivation can be achieved by evaluation systems if evaluators provide frequent observations and feedback, growth goals for new and tenured staff, and form relationships that show a sense of value for teaching staff. Additionally, this study showed that many of the aspects of evaluations are underutilized by teachers, so the overall importance of the full evaluation decreases. Evaluations need to help contribute to the satisfaction of autonomy, relatedness, and competence, in order to cater to the intrinsic motivational outcomes of enjoyment and value and decrease pressure.

Limitations

There are several limitations of this current study that need to be addressed in future studies. First, the results of this study are self-reported. While this study does offer some confirmatory evidence for aspects of SDT, the results offer correlations rather than substantively predictive relationships. Future studies need to conduct field experiments in order to uncover more definitive causal relationships. Second, the results of this study could be influenced by nesting within a school or district. This could have had an impact on both the qualitative and quantitative data collected. Future studies should diversify the range of school districts chosen to incorporate high and low socioeconomic status, and rural and urban populations, as well as state or regional expansion. Third, this study did

focus on both need satisfaction and frustration; however, amotivation was not considered as an intrinsic motivational outcome nor motivational regulator. Future studies should incorporate amotivation as a possible contributor or outcome. Lastly, the respondent pool was designed to not utilize teachers who have not gone through a full evaluation cycle. This skewed the participant pool in the direction of more tenured teachers, with the highest participant response rate to be teachers who have taught 11 to 15 years. New teachers face the most consistent and formative evaluative structures and by eliminating these teachers from survey contention, the resultant data may not be fully inclusive.

Conclusion

The notion that the teacher evaluation system is appropriately holding teachers accountable for professional growth and standardizing how classrooms function is generally rejected in this study. Much of how the evaluation procedures are designed revolves around the consistent and cultivated evaluator feedback and input for improvement; however, as this study has shown that consistency is lacking. This gap in proper evaluative feedback and sense of importance by evaluators has caused the evaluative systems within schools to equally represent pointlessness through a teacher lens.

The results of this study suggested that there can be an appropriate increase of enjoyment and value, and a decrease of pressure for teachers, if proper actualization of the three psychological needs of autonomy, relatedness, and competence takes place. The satisfaction and or frustration of these psychological needs is impacted by the autonomous motivation of intrinsic and identified regulation, and controlled motivation with introjected and external regulation. Furthermore, participants in this study

contributed to identified themes that provide insight into the specific factors that contribute to feelings of satisfaction or frustration related to motivation. Participants concluded: (a) teacher evaluation systems do not hold value, (b) autonomy and competence promote enjoyment and value, (c) relatedness increases motivation and value, and (d) evaluations and improvement plans do not increase motivation or pressure.

The results of this study suggest that teachers operate with a high level of innate intrinsic motivation, with concern for peer relatedness and competence at the forefront of their respective feelings of validation. Acceptance by administrative or evaluative staff are present for new teachers, trying to justify the administration's choice for hiring. Beyond the first few years of teaching, teachers begin to rely less and less on administrator opinions, instead finding validation in the form of peer relationships, peer perceptions of competence, and various levels of autonomy within daily decision making. Teachers' perceptions of value or feelings of pressure do not come from evaluators or the teacher evaluation system. For teachers, the evaluation system provides a perceived checkmark in the job description for administrators. Beyond being a documented reason for rehiring, many teachers feel that if they already do what motivates them daily and teach students the best they can, they will be rehired. The hope is that studies like this will indicate a need for profound reevaluation of accountability systems within education, forming a deeper concern for the satisfaction of important psychological needs of teachers and the resultant satisfaction of intrinsic motivational outcomes.

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Appendix A

Responses will be reported as a 5-point scale ranging from 1 (not at all true) to 5 (very true).

How do you feel about teaching?

1. I can decide which lessons I want to teach.
2. I feel a sense of freedom and choice in the things I undertake.
3. I feel that my decisions reflect what I really want.
4. I feel I teach what really interests me.
5. I feel like I have input in deciding how my job gets done.
6. I feel forced to do many things I wouldn't choose to do.
7. I feel pressured to do too many things.
8. My daily activities feel like a chain of obligations.
9. I think I am a good teacher.
10. I feel confident that I can do my job well.
11. I feel capable at what I do.
12. I feel I can successfully complete difficult tasks.
13. People at work tell me I am good at what I do.
14. I can perform differentiation for students of all needs.
15. I am proficient at communicating with parents.
16. I feel disappointed with many of my performances.
17. I feel insecure about my abilities as a teacher.
18. I feel like a failure because of the mistakes I make.
19. I feel that people I care about also care about me.

20. I feel connected with people who care for me, and for whom I care.
21. I feel close and connected with other people at work.
22. I feel excluded from the group I want to belong to.
23. I feel that people who are important to me are cold and distant.
24. I feel the relationships I have are just superficial.

Responses will be reported as a 5-point scale ranging from 1 (not at all true) to 5 (very true).

I teach because…

1. Teaching at my school is fun.
2. I experience satisfaction when I am successful.
3. I enjoy the time I spend with students.
4. I am happy thinking about my impact.
5. I chose this work because of the opportunity for career advancement.
6. I want to improve my own knowledge and skills.
7. It is a valuable and rewarding career.
8. I want my administration to think I'm a good teacher.
9. I want to be good at this work, otherwise I would be disappointed.
10. I want the students to rely on me for help and guidance.
11. I want the respect of students and parents in the community.
12. I will get into trouble if I don't perform well.

13. Teaching allows me to earn money.
14. I know the expectations and can easily follow them.

Responses will be reported as a 5-point scale ranging from 1 (not at all true) to 5 (very true).

How do you feel about teacher evaluations?

1. I enjoy being evaluated at my school.
2. I welcome my administration for frequent observations.
3. Having my teaching evaluated is a positive experience for me.
4. I am happy that my work is evaluated.
5. I believe the evaluation system is valuable to me.
6. I think that evaluations can make me a better teacher.
7. I see the importance of all aspects of my teacher evaluation system.
8. Teacher evaluations consider all of my effort throughout the year.
9. Teacher evaluations properly evaluate all of my best traits as a teacher.
10. My administrator helps guide me through performance evaluations, so I can improve.
11. I feel very tense while being observed.
12. I feel nervous about the teacher evaluation process.
13. I feel like the evaluation process is not fair.
14. If students do not perform well, it looks bad on my record.

15. I do not trust my administrator to accurately assess my teaching.

16. I feel the evaluation process at my school does not assess me properly.

Matt Gaglio <mgaglio2@gmail.com> Mon, Jul 18, 2022 at 10:57 AM
To: "Wang Chee Keng John (Prof)" <john.wang@nie.edu.sg>

Matt Gaglio
Lindenwood University
Department of Education
209 S. Kingshighway St.
Saint Charles, MO 63301

Dear Dr. Wang,

I am a doctoral student from Lindenwood University writing my dissertation titled "Impact of teacher evaluation systems: understanding teacher motivation in self-determination theory", under the direction of my dissertation committee chaired by Dr. Kelly Dickinson, who can be reached at Kelly.dickinson@kirkwoodschools.org. The Lindenwood University IRB Committee Chair can be contacted at 636-949-4730.

We previously spoke concerning your research survey instrument, which you attached. However, I would formally like your permission to use the psychological needs survey/questionnaire instrument in my research study. I would like to use and print your survey under the following conditions:

- I will use the surveys only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through this e-mail: mgaglio2@gmail.com

Sincerely,

Matt Gaglio
[Quoted text hidden]

8/22/22, 2:51 PM Gmail - SDT Study

Gmail **Matt Gaglio <mgaglio2@gmail.com>**

SDT Study

Wang Chee Keng John (Prof) <john.wang@nie.edu.sg> Mon, Jul 18, 2022 at 7:37 PM
To: Matt Gaglio <mgaglio2@gmail.com>

Dear Matt,

You can go ahead to use the questionnaires.

[Quoted text hidden]

Appendix B

Voluntary Interview Questions

1. What does autonomy within the classroom look like to you?
2. Are relationships with peers within your building important to you? Why or why not?
3. How important is it to you that your peers view you as competent or good at your job?
4. Do you feel valued by your administration? Can you reference examples or explain?
5. How important is it that you feel valued by your administrator?
6. What are your feelings towards the teacher evaluation system?
7. In an evaluative situation do you feel pressure? If so, how do you handle it?
8. How does the feeling of enjoyment for teaching affect your performance on an evaluation?
9. Have you ever received negative feedback on an evaluation? How has that feedback affected your motivation to teach?
10. Have you ever received positive feedback? How has that feedback affected your motivation to teach?

11. In your opinion, do negative teacher evaluations have an impact on teacher success?
12. Do administrative observations, both formative and summative, have an impact on your motivation to teach?
13. Do you feel more or less motivated to teach because of observations? If yes, elaborate.
14. Do school improvement goals involving teacher expectations have any influence on your motivation or teaching methods? How so?
15. Which evaluation result is more motivational: poor evaluations or positive evaluations? Why?

Appendix C

LINDENWOOD

Research Information Sheet

You are being asked to participate in a research study. We are doing this study to understand the connections between teacher evaluation systems and teacher satisfaction, motivation, and retention. During this study you will be asked questions about your teaching experience, how you feel towards your professional expectations and evaluations. It will take about 20 minutes to complete this study.

Your participation is voluntary. You may choose not to participate or withdraw at any time.

There are no risks from participating in this project. There are no direct benefits for you participating in this study.

We will not collect any data which may identify you.

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are: members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

Interview: There is an additional portion of the survey that is separate and completely voluntary. This portion will consist of an interview with the research team after the completion of the initial survey. You will be given an option after the completion of the survey to volunteer for the interview. There is no impact on your study results if you choose not to participate. Participation is completely voluntary. The purpose of the interview is to gather further logic and reasoning behind why answers were given in the survey.

Who can I contact with questions?

If you have concerns or complaints about this project, please use the following contact information:

Researcher: Matt Gaglio, mg332@lindenwood.edu.

Dissertation Chair: Kelly Dickinson, kdickinson@lindenwood.edu

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or mleary@lindenwood.edu.

Introduction/Recruitment Email

District Staff,

My name is Matt Gaglio, and I am a teacher at Nipher Middle School and doctoral candidate at Lindenwood University. To help with my doctoral research, I'm inviting you to take part in a short survey to share more about your teaching experience, professional expectations, and impact of teacher evaluations.

The survey will take about **10 minutes** to complete. Participation is completely voluntary, and all responses are anonymous.

If you wish to complete the survey, please use this link: Matt Gaglio's Survey Link

Thank you so much for your consideration and participation. Have a great day!

- Matt Gaglio

Lindenwood IRB Approval

RE:
IRB-23-8: Initial - Competence, autonomy, and relatedness in teacher evaluation systems: Understanding teacher motivation in self-determination theory

Dear Matt Gaglio,

The study, Competence, autonomy, and relatedness in teacher evaluation systems: Understanding teacher motivation in self-determination theory, has been Approved as Exempt.

Category: Category 1. Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

The submission was approved on October 3, 2022.

Here are the findings:

Regulatory Determinations

- This study has been determined to be minimal risk because the research is not obtaining data considered sensitive information or performing interventions posing harm greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

Sincerely,
Lindenwood University (lindenwood) Institutional Review Board

Vita

Matt Gaglio was born in Saint Louis, Missouri. Before attending Lindenwood University, he attended Hendrix College, where he earned a Bachelor of Arts in History in 2010. While at Hendrix, Matt received the Robert W. Merriwether Award for distinction in the Department of Education.

He later attended Harding University where he received a Master of Arts in Education in 2012. Matt was first enrolled at Lindenwood University from 2019 to 2021, where he received his Specialist Degree in Educational Administration. He continued enrollment at Lindenwood University in the June of 2021 and in December of 2023 earned his Doctorate in Administrative Leadership.

Currently, Matt is an Assistant Principal at Oakville High School in the Mehlville School District. He lives in Saint Louis, Missouri and is happily married to his beautiful wife Julia. He also lives with his dogs Milo and Daisy, and cats, Pazzo, Stella, and Luna.