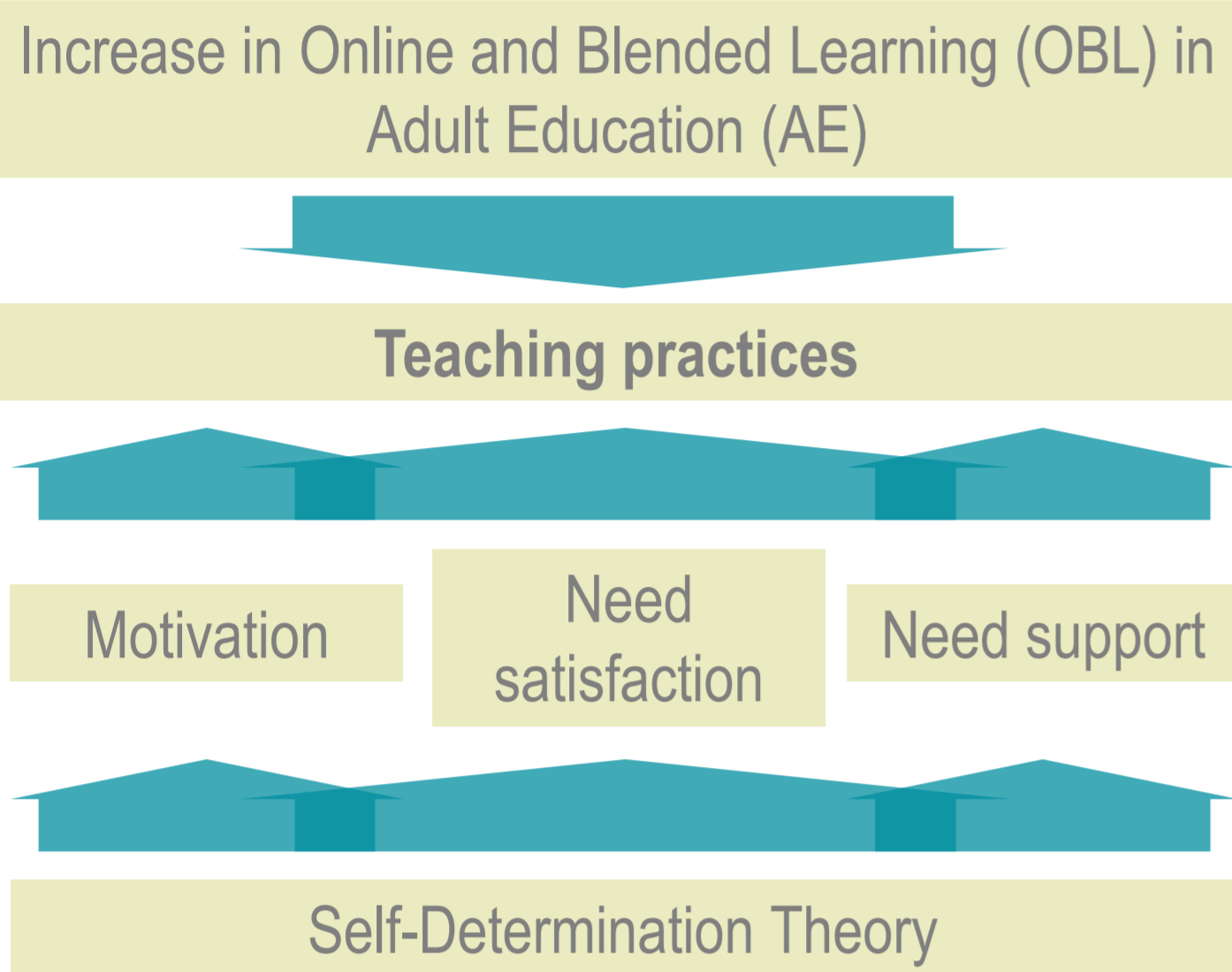


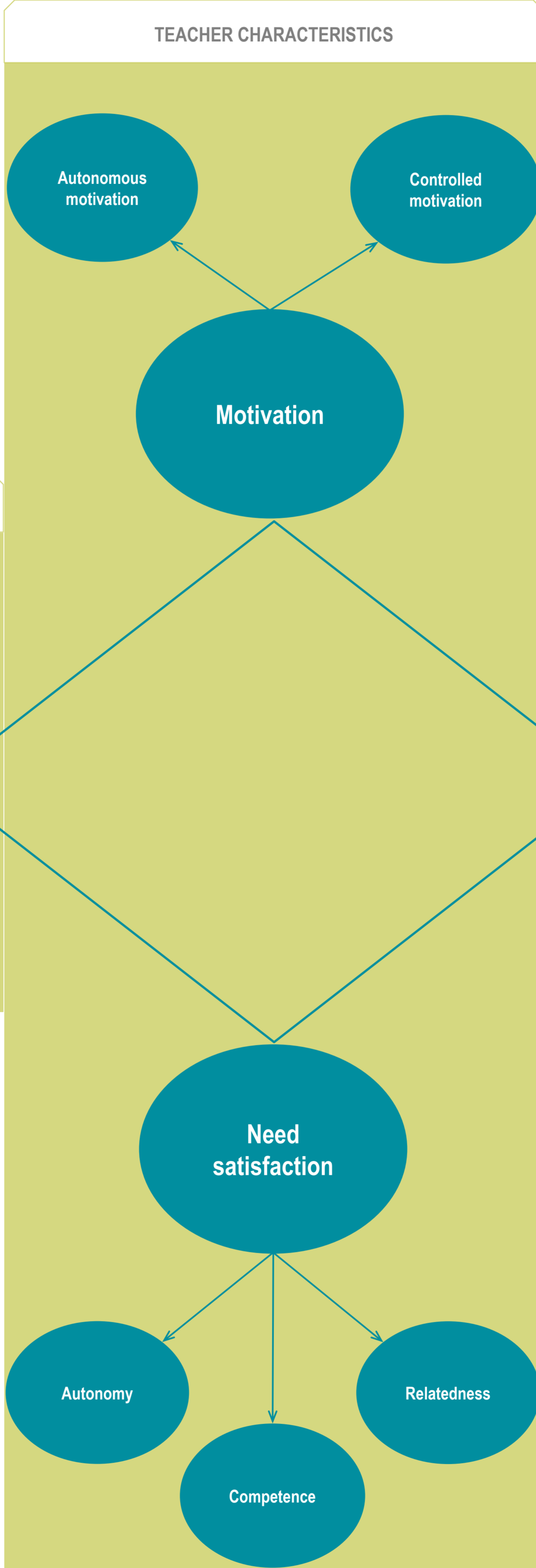
Teacher and Institutional Characteristics Affecting Teaching Practices in OBL: A Self-Determination Approach

Sebastiano Cincinnato^{1,2}, Chang Zhu¹, Bram De Wever²
¹Department of Educational Sciences, Vrije Universiteit Brussel
²Department of Educational Studies, Universiteit Gent

1. Introduction



2. Research model



3. Research questions

1. How is the satisfaction of psychological needs and motivation of teachers related to teaching practices?
2. How is the institutional support related to the satisfaction of needs and motivation of teachers?
3. Are there differences in the teaching practices of teachers in OBL and non-OBL environments?
4. How can these differences be explained?

4. Methodology

1. Cross-sectional survey
2. OBL and non-OBL teachers (n = 300-400)
3. Instruments:
 - Teacher characteristics:
 - i. Motivation = Multidimensional Work Motivation Scale (MWMS)
 - ii. Need satisfaction = Work-related Basic Need Satisfaction Scale (W-BNS)
 - Institutional characteristics:
 - i. Institutional need-support = own instrument
 - Teaching practices:
 - i. Need-support in teaching = Teacher as a Social Context (TASC; adapted)

5. Expected results

1. Positive correlation autonomous motivation/need satisfaction and need-supportive teaching practices
2. Positive correlation institutional support and autonomous motivation/need satisfaction
3. Differences between OBL and non-OBL teachers in terms of:
 - Motivation
 - Need satisfaction
 - Need-supportive teaching practices

References

Beard, P.P., Deci, E.L. and Ryan, R.M. (2004) 'Intrinsic Need Satisfaction: A Motivational Basis of Performance and Well-Being in Two Work Settings', *Journal of Applied Social Psychology*, Vol. 34, No. 10, pp. 2045-2068.

Black, A.E. and Deci, E.L. (2000) 'The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective', *Science Education*, Vol. 84, No. 6, pp. 740-756.

Deci, E.L. and Ryan, R.M. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior*. Springer, New York.

Deci, E.L. and Ryan, R.M. (2000) 'The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior', *Psychological Inquiry*, Vol. 11, No. 4, pp. 227-268.

Gagné, M., Forest, J., Vansteenkiste, M. et al. (2015) 'The multidimensional work motivation scale: Validation evidence in seven languages and nine countries', *European Journal of Work and Organizational Psychology*, Vol. 24, No. 2, pp. 1-19.

Pelleter, L.G., Séguin-Lévesque, C. and Legault, L. (2002) 'Pressure from above and pressure from below as determinants of teachers' motivation and teaching behaviors', *Journal of Educational Psychology*, Vol. 94, No. 1, pp. 186-196.

Roth, G., Assor, A., Kanat-Maymon, Y. et al. (2007) 'Autonomous motivation for teaching: How self-determined teaching may lead to self-determined learning', *Journal of Educational Psychology*, Vol. 99, pp. 761-774.

Skinner, E.A. and Belmont, M.J. (1993) 'Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year', *Journal of Educational Psychology*, Vol. 85, pp. 571-581.

Valtonen, T., Kukkonen, J., Korhonen, S. et al. (2015) 'The impact of authentic learning experiences with ICT on pre-service teachers' intentions to use ICT for teaching and learning', *Computers & Education*, Vol. 81, pp. 49-58.

Vansteenkiste, M., De Witte, H. et al. (2008) 'Explaining the relationships between job characteristics, burnout, and engagement: The role of basic psychological need satisfaction', *Work & Stress*, Vol. 22, No. 3, pp. 277-294.

Vansteenkiste, M., De Witte, H. et al. (2010) 'Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale', *Journal of Occupational and Organizational Psychology*, Vol. 83, No. 4, pp. 981-1002.

Vansteenkiste, M., Sierens, E., Goossens, L. et al. (2012) 'Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior', *Learning and Instruction*, Vol. 22, No. 6, pp. 431-439.

Vansteenkiste, M., Lens, W., Elliot, A.J. et al. (2014) 'Moving the Achievement Goal Approach One Step Forward: Toward a Systematic Examination of the Autonomous and Controlled Reasons Underlying Achievement Goals', *Educational Psychologist*, Vol. 49, No. 3, pp. 153-174.

Wellborn, J., Connell, J., Skinner, E.A. et al. (1988) 'Teacher as social context: A measure of teacher provision of involvement, structure and autonomy support (Tech. Rep. No. 102)', University of Rochester, Rochester.

Zhu, C. and Engels, N. (2013) 'Organizational culture and instructional innovations in higher education: Perceptions and reactions of teachers and students', *Educational Management Administration & Leadership*, Vol. 42, No. 1, pp. 136-158.

Contact

Sebastiano Cincinnato, Sebastiano.Cincinnato@vub.ac.be
 Chang Zhu, Chang.Zhu@vub.ac.be
 Bram De Wever, Bram.DeWever@ugent.be

Adult Learners Online! (ALO!)
<http://www.iwt-alo.be/>