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UNDERSTANDING VETERAN TEACHERS' BASIC PSYCHOLOGICAL NEEDS IN
RELATION TO THEIR SELF-DETERMINED MOTIVATION: AN EXPLORATORY
QUALITATIVE STUDY

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LAURA A. LEWIS
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BY THE COMMITTEE CONSISTING OF

Dr. Ji Hong, Co-Chair

Dr. Maeghan Hennessey, Co-Chair

Dr. Benjamin Heddy

Dr. Xun Ge

Dr. Jienging Ruan

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Dedication

I dedicate this dissertation to my parents: Steven and Geraldine Lewis. Thank you for your support, encouragement, your belief in my potential throughout my life especially during the writing of this dissertation. I may have not become a medical doctor, but I did get to put Dr. in front of my name.

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Abstract

Understanding teacher motivation to stay in the classroom can provide insight to teacher retention concerns. The purpose of the study was to determine how veteran teachers' basic psychological needs related to the veteran teacher's type of self-determined motivation: autonomous or controlled. 123 Works Task Motivation for Teachers or WTMT (Fernet, Senagal, et al., 2008) survey concerning teaching and classroom management and 20 semi-structured interviews were conducted. The survey scores determined their type of self-determined motivation, while the semi-structured interviews investigated their basic psychological needs. The veteran teachers were grouped together as either autonomously motivated or controlled motivated and then compared. The findings indicated relatedness were a central basic psychological need that provides the value aspect, or the internalization, for the tasks for teaching due to the interlinking with other basic psychological needs through relatedness. According to the Self-Determination Theory (Ryan & Deci, 2017), the values aspect typically comes through autonomy from autonomy supportive leadership such principals. The study's findings did not support this position of the Self-Determination Theory. The main differences between the autonomous motivated veteran teachers and the controlled were the ways they handled challenges to the satisfaction of basic psychological needs (autonomous motivated teachers used more reflective and personable strategies), and the type of value they see in their relatedness with students (autonomous motivated teachers are intrinsically regulated, while controlled motivated teachers are identified regulated). This was the observed difference that distinguished between autonomous and controlled. The implication of the study indicated the satisfaction of basic psychological needs are more complex and may be situational to the type of profession.

Key terms: Self-determined motivation, veteran teachers, experienced teachers, autonomous motivation, controlled motivation, intrinsic motivation, extrinsic motivation, autonomy, relatedness, competence

Chapter 1: Introduction

Teacher attrition rates have been debated over the years. The National Center of Education Statistics or NCES reported that between the 2011 and 2012 and the 2012 and 2013 school years, 8% of teachers left the profession of education (NCES, 2015, Nov). These were not individuals who left one school and moved to teach in a different school. These were the teachers who went to a different profession outside of education. For some, this statistic seems to reflect that the state of education is not losing teachers at the rate others have stated. However, the context of the situation should be seen rather than one angle of data. According to Ortzman and Guarneri of the United States census (2009), they indicated that the population is projected to increase over the next four decades in all projection series. With an increasing population, there will be more children who will eventually attend school. The NCES (2016) also reports a projected increase of enrollment in public schools every year between 2014 and 2024. With this growth in the population of school age children, will there be enough good quality educators? When looking at graduated college students' degrees granted, students who obtain an education degree has significantly declined between in 2014 from 104,678 degrees in education in 2013 to 98,854 degrees (NCES, 2017). But it was worse in more states than others. The OSDE reported that over 30, 000 Oklahoma teachers left the profession in the last six years (Feb 12, 2019). More recently, the COVID-19 pandemic has driven more concerns about teacher retention as 62% of all U.S. schools were reported concerns about filling vacant position in the 2022-2023 school year (Institute of Educational Studies [IES], 2022, Dec. 6). Therefore, when you look at the broader context of these of education statistics, public school administrators will need to fill

even more classrooms with less than qualified teachers or hire emergency certified teachers (only a college degree) to continue the possible cause issues with quality of students' education. This poses major challenges in future classrooms.

Attrition of teachers can have a negative influence on the classroom. Some literature suggests attrition of teachers have adverse effects on student achievement (Hanushek, et al., 2016 see also Ladd & Sorensen, 2017; Ronfeldt et al., 2013). In Ronfeldt et al.'s 2013 study, they found students do worse academically when teacher turnover is high. More specifically, in schools where teacher turnover is around 37% or more, students have "two percent to four percent of a standard deviation lower math achievement as compared to students experiencing the least (bottom quartile) teacher turnover" (Ronfeldt et al., 2013, p. 21). Hanushek et al. (2016) found similar results that the attrition of elementary teachers in classroom have negative effects on student achievement as experience of the teachers became disproportionate. However, this negative affect on student achievement was not only evident when teacher left the classroom, but could have a negative effect, though smaller, when they switch grades as their experience exhibited some regression as they had to learn new content and procedures (Blazar, 2015 also see Daly et al., 2016). The longer a teacher remained at a school and more importantly the same grade, it built on to their experience and competence to teach that grade area. Once that teacher left or switched, the lessons learned by the teachers' experience were lost and impacted the students' achievement.

Sutcher et al. (Sep 15, 2016) further discussed their concern of teaching shortages because they projected teacher shortages to grow due to decline in preservice teacher programs,

increased student enrollments, and continued high attrition rates. Therefore, administrators had to consider hiring candidates to teach in classrooms that were not appropriately prepared in pedagogy (e.g., alternative certification, emergency certification) to carry out the complexity of teaching children and adolescents. For example, according to the Oklahoma State Department of Education, or OSDE, (2022, Jan.) emergency teacher certifications steadily increased since the 2013-2014 academic year with 189 emergency teaching certificates issued to 3,914 emergency teaching certificates issued during the 2021-2022 academic year. Emergency certified teachers generally have a college degree but little to no training in pedagogy that allow teachers to present content in ways that are cognitively and age appropriate and decrease the likelihood of retention of learning over time (Bosworth, 2014 see also Januszka & Dixon-Krauss, 2008 see also Smith et al., 2003). Similarly, Shuls and Trivitt (2015) observed that alternative certified teachers were at most a year behind the traditional certified in terms of preparedness to teach in the classroom. Alternative certification pathways do not help with the teacher attrition problem in the long term as a higher proportion of alternative certified teachers left the profession (Redding & Smith, 2016 see also Zhang & Zeller, 2016). In other words, these alternative pathways were not meeting the needs to fill classrooms with quality teachers who have pedagogical backgrounds or planned to obtain this knowledge within the first three years of teaching.

Most literature understanding teacher attrition and retention came through narrow specific lens, particularly the external motivational factors, such as pay incentives (i.e., Dee & Wyckoff, 2015), school climate (i.e., Player et al., 2017), or legislative policies affecting education (i.e., Ryan et al., 2017). In addition, most literature on teacher attrition and teacher

motivation included preservice teachers (Evelein et al., 2008; see also Fernet, Trépanier, et al., 2016), early career teachers (Aldrup et al., 2017; see also Barnatt et al., 2017), or all levels of experience combined (Brien et al., 2012; see also Carson & Chase, 2009) as their sample research population. While these studies contributed to address pressing concerns related to the teacher attrition rate, it did not provide a complete picture of quality teacher retention and teacher development through mid- and late-career phases.

Literature concerning teacher career trajectories highlighted the complexity of the teaching profession and how the perception of different stages in their work-life balance influenced teacher motivation. For example, Fessler (1995) viewed teacher career trajectories as more of a “meandering back and forth between periods of growth and frustration” (p. 171) while Day, Sammons, et al. (2007) and Huberman (1989ab) provided subgroups of different motivations toward teaching at different stages. So, “teachers will move backwards and forwards within and between phases during their working lives for all kinds of reasons concerning personal history, psychological, social, and systemic change factors (Day, 2012, p. 14). Understanding the ebbs and flows of the different career trajectories could “lead to greater educational understandings, which influences policy and practice, which ultimately makes a difference to the contexts and quality of teachers’ and children’s experiences in schools and classrooms” (Day, 2012, p. 21). A group of these teachers who experienced these ebbs and flows and could provide a picture of motivation and resilience were veteran teachers. As mentioned previously, most literature concerning teacher motivation focused on pre-service teachers, early career teachers, or teachers overall. Considering the literature concerning the career complexity

of the teaching profession and the motivation to ‘sustain and thrive’ or ‘suffer and leave’ the profession, teacher motivation needed to be looked at through each career trajectory individually rather than as a whole or inferences based on the unique challenges of pre-service or early career teachers. Therefore, to have a more in-depth understanding the factors influencing teacher attrition throughout the teacher career trajectory, researchers could begin by understanding teacher motivation through the lens of veteran teachers and the factors influencing their motivation to remain in the profession and continue growing in their craft of teaching effectively. The purpose of this study was to understand veteran teacher motivation through the lens of the Self-Determination Theory (SDT) framework. More specifically, I wanted to understand the dynamics related to veteran teachers’ three basic psychological needs with their types of self-determined motivation: autonomous or controlled.

SDT provided a more in-depth perspective of human motivation that can be applied to many areas in life. It consisted of six mini-theories on how people’s natural tendencies are toward growth and well-being and could be influenced by the environment, either positively or negatively (Ryan & Deci, 2017). For the framework of this study, two mini theories were utilized: the Organismic Integration Theory (OIT) and Basic Psychological Needs Theory (BPNT). These mini theories provided the link between the type of self-determined motivation, the OIT, and the influence of the environment, the BPNT. In general, type of self-determined motivation (OIT) was influenced on whether the three basic psychological needs (BPNs) of autonomy, competence, and relatedness were met or thwarted. As the BPNs were met, the more a person internalized the task and therefore becomes autonomously motivated. By using the SDT

as a framework of the study, provided an understanding of the interaction of the professional environment of veteran teachers on their self-determined motivation.

Chapter 2: Literature Review

The purpose of this study was to understand veteran teachers' three basic psychological needs in relation to their types of self-determined motivation on the continuum of autonomous versus controlled. I reviewed the relevant literature in the field, including teacher career trajectories, defining veteran teachers, an overview of SDT, and relevant studies of SDT in teacher development context in the following sections.

Teacher Development Across Their Career Trajectories

Huberman (1995) explained that research in teacher development and career trajectories hypothesized “teachers have different aims and different dilemmas at various moments in their professional cycle, and their desires to reach out for more information, knowledge, expertise and technical competence will vary accordingly” (p. 193). These different aims and dilemmas could either increase, decrease, or maintain the motivation of teachers to be effective in the classroom and remain in the profession. With his research on teacher career trajectories, he noted that the benefit to this understanding was that it allowed stakeholders in public education to provide work environments that would promote commitment, growth, and stability for teachers which has individual differences, but similar work settings (Huberman, 1989a). However, he recognized that “individual development is to a large extent, teleological: the human actor observes, studies, plans the ‘sequences’ which he traverses, and can thereby influence the characteristics of a succeeding ‘phase’ (Huberman, 1989a, p. 358). In other words, understanding the career trajectories of teachers provided a context of how one develops or potentially develops, but it was up to the narrator (i.e., the teacher) to make the decision of the path to take. Three teacher

trajectory researchers were reviewed in the following sections: Huberman (1989ab), Fessler (1995), and Day et al. (2007).

Huberman (1989ab) and Day et al. (2007) grouped each stage based on either a specific or an estimated number of years of experience but found that within each stage there were differences based on whether the teachers were continuing to grow and develop or were stagnant in their growth and development and have greater potential to leave the profession. Huberman looked at existing literature of teacher career development and observed “some reasonable strong trends that recur across studies, even across studies in different national contexts” (1989b, p. 33). Huberman generally found the first phase was the career entry phase during the first three years of teaching which contained the emerging themes of survival and discovery (1989b). The theme survival related to the teachers’ reality shock of the responsibilities and expectations of the actual career. However, the theme of discovery related to the teachers’ excitement about having their own classroom, students, and the novel aspect of beginning on a new journey. During the years 4 through 6, teachers entered the stabilization phase (Huberman, 1989b). During this phase, the emergent themes observed were subjective choice or making the choice to continue with the career. However, he did note that some teachers still had doubt or were keeping options open concerning potential careers, particularly secondary teachers (Huberman, 1989b). After the stabilization phase, teachers’ careers had two potential phases: experimentation/activism or taking stock-self-doubt during years 7 through 18 (Huberman, 1989b). In the experimentation/activism phase, teachers generally wanted to improve their teaching craft and the learning environment by trying new ideas. However, these ideas had some institutional

barriers in which they had to confront so they became more concerned and vocal by moving into more administrative roles such as chairs and committee memberships (Huberman, 1989b). The other optional phase teachers could go through during that time was the taking stock-self-doubt phase which Huberman described as the “mid-career crisis” (Huberman, 1989b, p. 35). He noted that these teachers became disengaged and disenchanting with the teaching career (1989b). How the teachers in this group handled the “mid-career crisis” determined whether they remained in teaching profession and entered one of the two next phases or left the profession. Teachers in the 19-30 year of their career was either in the serenity/relational distance phase or the conservatism phase (Huberman, 1989b). Those teachers who enter the serenity/relational distance phase were more comfortable and confident with the teaching responsibility especially in the classroom but had lost energy and enthusiasm (Huberman, 1989b). They often saw themselves as the “older” sibling or “grand” parent with their colleagues (Huberman, 1989b, p. 35). The teachers in the conservatism phase generally were the complainers and revisited how teaching was in the earlier years of their careers (Huberman, 1989b). The last phase was the disengagement phase during the 31 to 40 years into the profession (Huberman, 1989b). The teachers became more disengaged with the profession and began to focus on other activities they enjoyed for their eventual retirement (Huberman, 1989b). Huberman (1989ab) generally described teachers in the later phases of their careers a more negative light than a positive light. Day et al.’s (2007) study provided a different perspective as I described in the next paragraph.

Day et al.’s (2007) teacher career trajectory study provided much more in depth understanding about teacher development. The study was called VITAE or Variations in

Teachers' Work, Lives, and their Effects on Pupils. It was a comprehensive, large-scale study which included 300 primary and secondary teachers in 100 schools across seven local authorities or districts in the United Kingdom (Day, et al., 2007). From their study, they concluded six profession life phases, and each phase had several subgroups (Day, et al., 2007). They defined the first professional life phase *commitment: support and challenge*. These teachers were entry level teachers with 0-3 years of experience. Within this group, two subgroups were observed: (1) those developing a sense of self-efficacy and (2) those whose self-efficacy is reduced. Those teachers in the developing a sense of self-efficacy group were the ones who felt they had supportive administration, colleagues, good student relations, and continued professional development. This group was like Huberman's (1989) entry level positive beginning group of teachers. Those who identified as having a reduced sense of self-efficacy had an opposite experience. The second professional life phase was *identity and efficacy in the classroom* (teachers with 4 to 7 years of experience) with three subgroups: (1) sustaining a strong sense of identity, self-efficacy, and effectiveness, (2) sustaining identity, efficacy, and effectiveness (status quo), and (3) identity, efficacy, and effectiveness at risk (Day, et al., 2007). Day et al. (2007) suggested that those teachers who continued to develop a strong sense of identity as a teacher and self-efficacy would continue to pursue teacher as a career and sought additional responsibilities. Whereas the ones who are just sustaining would continue to teach but not see advancement. The at-risk group would most likely have a more negative work life balance and doubted continuing in the teaching profession (Day, et al., 2007).

The next two professional life phases were considered mid-career teachers (8-15 years of experience). The third professional life phase Day, et al. (2007) described was the managing changes in role and identify: *growing tensions and transitions*. This phase had two subgroups: (1) sustained engagement and (2) detachment/loss of motivation. During this phase, teachers began to feel the work-life tension or as Huberman (1989) described as the 'mid-career crisis.' Those in the sustained engagement continued to be motivated to teach and were more likely to seek out additional responsibilities. This was potentially due to their perception of support from their school. However, the detachment group was losing their motivation to teach and was more likely considering a career change (Day, et al., 2007). The fourth professional life phase was the *work-life tensions* (16-23 years of experience) with three subgroups: (1) increased motivation/commitment, (2) sustained motivation, commitment, and effectiveness, and (3) workload/managing competing tensions/career stagnation (Day, et al., 2007). The groups have some similarity with previous subgroups. Those who were growing in motivation and commitment were advancing in the teaching profession with more responsibilities within the school whereas just sustaining were not advancing in the profession but continued to teach. Those who declining motivation due to workload felt they were stuck and had no other options.

The last two groups were considered to be veteran teachers. The fifth professional life phase was *the challenges to sustaining motivation* (24-30 years of experience) which had two subgroups: (1) sustained a strong sense of motivation and commitment and (2) holding on but losing motivation. As discussed previously, those subgroups that maintained or grew in their commitment and self-efficacy continued to be active and teach in the classroom whereas those

who were holding on lost motivation and considered early retirement (Day, et al., 2007). The last life professional phase was *sustaining/declining motivation, ability to cope with change, looking to retire* (31 or more years of experience) with two subgroups: (1) maintaining commitment and (2) tired and trapped. Those in the subgroup of maintaining commitment had more positive views to the challenges and maintained their motivation until retirement. However, those in the tired and trapped subgroup felt more negative about their situation until they retired (Day, et al., 2007). Huberman (1989) and Day, et al.'s (2007) models of teacher development were examples of more linear models of teacher career development. However, some researchers, such as Fessler (1995) viewed teacher development models in a more circular or fluid nature.

Studying a sample of American teachers, Fessler's (1995) model of teacher career trajectory called Teacher Career Cycle Model, was an ongoing, fluid view of teachers' growth and development was influenced on two factors: personal environment and organizational environment. Depending on how these two environments interacted with the teacher determined which career cycle the teacher had entered. The stages of the teacher model were circular in nature and stages could be entered and re-entered at various times throughout a career. Therefore, Fessler (1995) did not provide age or experience groupings for each stage. The stages he identified were pre-service, induction, competency building, enthusiastic and growing, career frustration, career stability, career wind-down, and career exit (Fessler, 1995). The preservice phase was typically the college or university teaching programs. However, Fessler (1995) also described teachers reentering this phase if they change their role in the school such as becoming an administrator. The induction phase was typically the first few years of teaching. Teachers in

this phase were trying to find their place in the school community. However, teachers could reenter this phase when they moved to a different school or grade (Fessler, 1995). The competency building phase was when the teacher was improving their teaching craft resources and self-efficacy. The enthusiastic and growing phase teachers were at their high competence in their jobs and continued to grow and advance (Fessler, 1995). However, if they were not growing in their craft or building their self-efficacy, teachers entered the career frustration phase. This phase was when teachers were unsatisfied with the job and had self-doubt about their decision to teach. When a teacher entered the career stability phase, they become more stagnant and only did what was expected of them. (Fessler, 1995). During the career wind-down phase, teacher was preparing to leave the profession. Fessler (1995) described that this could be a positive reflective phase where the teacher reflected on the positive experiences but also looked for to the career change or retirement. However, he mentioned it could be a bitter period because it was a forced exit or an unsatisfying job (Fessler, 1995). The career exit phase was described by Fessler as “the period of time after the teacher left the job, but it included circumstances other than retirement after many years of service” (1995, p. 186). The examples he provided for this time were job exploration, job unemployment, or moved to a nonteaching job (Fessler, 1995).

Based on the understanding of these career trajectory models, teacher motivation to remain and grow and develop into their craft as a teacher was much more convoluted. Therefore, rather than just classifying teachers and their motivation based on the number of years they have taught, there was a need to develop in-depth understanding of the motivation of teachers in their career trajectories and to explore how and why teacher motivation was strengthened or weakened

for teachers in a certain career path. Focusing on teachers in the later phase of their career could provide a richer insight on challenges and successes they had experienced over time, lessons learned, and related motivational implications to become engaging or disengaging teachers. This understanding could provide teacher preparation programs, district leaders, and policy makers better ways to prepare the environment of the teaching profession for sustained motivation to remain in the classroom, or to re-engage teachers who are losing their motivation.

For this study, I used Day et al.'s (2007) classifications as well as existing literature that defined veteran teachers, as a guideline to determine the boundary of years of experience for veteran teachers.

Defining the Number of Years for Veteran Teachers

Day et al.'s (2007) more recent classification of United Kingdom's veteran teachers as ones who have more than 24 years of experience which included the last two teacher trajectories of the teaching profession. In the 24 years to 30 years teacher career phase, these teachers were maintaining motivation despite external influences such as policies. Day et al. (2007) mentioned primary teachers had stronger motivation compared to secondary teachers where almost half were losing motivation. However, Day et al (2007) distinguished two groups amongst the 24 years to 30 years teaching career phase: one group was sustaining a strong sense of motivation and the other group was holding on but losing motivation. The last phase, sustaining/declining motivation, coping with change and looking to retire included teachers with or greater than thirty-one years of experience. Day et al (2007) also found two subgroups which they called teachers were maintaining commitment and the other teachers were tired and trapped. Yet, most

literature set the boundary generally at twenty-years and over (i.e., Lowe et al., 2019; Snyder, 2017). Therefore, for this study, veteran teachers were identified as those who had taught 20 years or more in the classroom setting.

Why Focus on Veteran Teachers?

According to Day (2017), “relatively less attention has been given to examining the nature of the tensions and challenges facing those who have had a substantial amount of experience in teaching (i.e., so-called ‘veteran’ teachers) and how and why they have managed (or not managed) to continue to fulfill their original call to teaching and sustain their effectiveness” (p. 59). Generally, literature mostly focused on the pre-service and early career teachers (Hobson & Maxwell, 2017 see also Kim & Seo, 2018) because of high attrition rate in early career teachers (Mansfield & Beltman, 2014), supports for sustainment (Burke et al., 2015), and possibly due to that “our society celebrates youth” (Alvy, 2005, p. 765). What was needed to be understood was the knowledge and wisdom that comes with experience (Alvy, 2005). Teacher preparation programs provided pre-service teachers with the fundamentals of teaching while on the job training provided the nuances of the contextual factors influencing in-service teachers’ motivation to stay or leave the profession (Bayani et al., 2013 see also Boyd et al., 2011). Therefore, by “gaining more complex views about the realities of their profession, coupled with the benefits of observing more experienced colleagues helps novice teachers acquire a more sophisticated perception of teaching and more effective tools to cope with difficulties” (Yariv, 2013, p. 25).

In the literature, more experienced teachers were generally referred to those in the mid-career (eight to 23 years-experience) and veteran teachers (24 and beyond years of experience) as they have remained in teaching while sustaining or not sustaining motivation in the profession while experiencing the challenges of work-life balance (Day & Gu, 2014). However, mid-career teachers were in the throw of figuring out work-life balance as most began their families and advance in their profession which added more responsibility (Day & Gu, 2014). Veteran teachers mostly had developed either coping or managing strategies for work-life balances (Day, 2017) so they focused more on student progress and building teacher-student relationships (Day & Gu, 2014). Veteran teachers, particularly those who had developed managing strategies and had sustained their motivation, had a ‘been there, done that’ so the knowledge they could pass to those who were in the early stages of their career or in the middle of work-life balance crises could provide the encouragement and resilience to continue into the profession. As Valtierra (2016) explained in her narrative case study of Alice, a veteran educator in an urban school, she stated: “Teachers like Alice offer inspiration, and in times of despair her story and stories like hers, can rekindle one’s sense of purpose” (p. 188).

Veteran teachers had a tactic knowledge that had received little attention (Day, 2017), and the motivation of these teachers were complex and not as well understood. This complexity was explained by Yariv (2013, p. 25) that experienced teachers,

React to what they see and often have experienced and learned by ‘trial and error’. These experiences often are not identified and articulated as skill, but they are: they are problem-solving skills that should be considered and taught. Combining accumulated

experience and focused training geared to overcoming rare, unexpected, and difficult problems can be highly beneficial to novice teachers' ability to successfully cope with complex classroom situations.

The knowledge gain, even in retrospect, provided insight to the complexity and generational challenges to better prepare the next generation of educators to not only survive but excel by increasing and maintaining motivation in the teaching profession for an entire career. Day et al.'s study (2007) on teacher career trajectory showed the picture of teacher motivation as more convoluted. Therefore, the underlying influences of teacher motivation was different not only between different phases, but the different subgroups as well. This more detailed understanding provided guidance on what individual teacher's needs should be provided to increase motivation and commitment particularly those teachers with declining motivation and commitment. Researchers in education could better understand why some teachers successfully handled the challenges of the profession while others failed to manage the challenges effectively, and unfortunately, for a portion of those faltering with managing, eventually left the profession (Woods & Lynn, 2014). Understanding of veteran teacher motivation could help with pre-service educators and guide early career in service teachers and leaderships to prepare them more effectively for the complex challenges of the profession. This valuable knowledge could help better understand the needs and unique challenges faced by veteran teachers rather than leaving them unaided or misunderstood in those challenges (Day, 2017). Given this, veteran teachers' motivation was unpacked through using Self-Determination Theory as a theoretical framework. .

Overview of Self-Determination Theory

Ryan and Deci (2000) described their theory as an “investigation of people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration as well as for the conditions that foster positive processes” (p. 70). In other words, people have an innate need to grow and develop, but the context and situation of the environment could help or hinder that need. Ryan and Deci (2000; Deci and Ryan, 2000) determined and focused on the psychological needs, competence, autonomy, and relatedness rather than physiological ones due to the dual nature of psychological needs. Meaning, if the context of the environment was more supported to meeting these needs, the quality of well-being and persistence of tasks would prevail whereas, if not, the quality of well-being and persistence of tasks would be subdued. Physiological needs such as for food and water did not have this duality. If one lacks food or water, the desire or motivation to meet the need becomes more persistent, consciously.

The support or hindrance of the basic psychological needs impacted the type of motivation and self-regulation of tasks an individual possessed. To explain the nature of each type of motivation, Ryan and Deci (2000) developed two sub-theories. The Basic Psychological Needs Theory (BPNT) focused on the three basic psychological needs and intrinsic motivation. Environments which met the basic psychological needs, specifically autonomy and competence and somewhat for relatedness would have intrinsic motivation or pursued tasks for enjoyment, exploration, and novelty (Ryan & Deci, 2000). The explanation of extrinsic motivation was contained in another sub-theory called the organismic integration theory (OIT) (Ryan & Deci,

2000). In this sub-theory, external motivation was categorized based on the degree of locus of causality, internal regulation, and relatedness or value of the task (Ryan & Deci, 2000; Deci & Ryan, 2000). As the reason for performing or pursuing a task was more internalized and valued and autonomous, the motivation was either identified or integrated externally motivated (Ryan and Deci, 2000). Whereas, if the reason was externally controlled and not internalized, the motivation was either external regulation or introjected external regulation motivated with amotivation as a lack of intention (Ryan & Deci, 2000). SDT provided the framework to investigate multiple basic needs influencing veteran teachers and translated the perspectives of needs met into a type of motivation. And I unpacked each need of SDT around teachers and highlight veteran teachers' need and motivation.

Teacher Self-Determined Motivation

The importance of having all three needs and how they are interrelated. One of the sub-theories of SDT was the BPNT. It postulated the level at which well-being and functionality obtained by an individual was based on whether the three basic psychological needs (BPNs): competence, autonomy, and relatedness were supported or thwarted in the context of their environment (Ryan & Deci, 2017). The work environments that satisfied the BPNs would provide changes in persistence, effective performance, job satisfaction, positive work-related attitudes, organizational citizenship behaviors, and psychological adjustment and well-being (Gagné & Deci, 2005). Satisfying the three BPNs allowed individuals to internalize and value the behavior which provided the why of behavior or goal attainment (Deci & Ryan, 2000). The interrelatedness of the three BPNs were evident in the literature as most focused on all the BPNs

rather than each need independently (i.e., Aldrup et al., 2017 see also Brien et al., 2012).

However, some literature focused on how autonomous environments impacts the perception of the BPNs (i.e., Pelletier et al., 2002 see also Roth, 2014). Yet, understanding the nuances of the basic psychological needs in a specific occupation was less understood. This nuance was evident in the BPN of relatedness for teachers when relatedness to students seemed to have more impact to this need satisfaction compared to relatedness to colleagues (Klassen, Perry et al., 2012). It was important to keep in mind that the three BPNs worked together rather than separately. But, for understanding each BPN, the following section looked at each BPN in relation to teacher self-determined motivation.

Competence. The first BPN discussed was competence. According to Ryan and Deci (2017), competence referred to as the “experiencing opportunities and supports for the exercise, expansion, and expression of one’s capabilities and talents” (Ryan & Deci, 2017, p. 86). Competence was more than just the ability to perform a task. It also entailed the value of the task to the person (Rodgers et al., 2014). Competence was important as it was predictive in not only whether an individual performed a task, but would also persist, continued to improve their skills, and had more commitment because of the add value nature of the motivation (Deci & Ryan, 2017; Rodgers, et al., 2014). In SDT framework, there have been two areas of research: (1) One area was about students’ development of competence in relation to teachers’ instructional approaches (Kunter et al., 2013 see also Lucenario et al., 2016; Stephen et al., 2011). (2) Another area of competence research was in relation to work environments. This area of research had found managers’ or supervisors’ autonomy-supportive leadership style was perceived by the

employees and how it met their BPNs which included competence (Baard et al., 2004). This had been also evident in the school setting in which a transformative leadership style which was more autonomous supporting promoted more self-determined motivation by satisfying BPNs: competence, autonomy, and relatedness (Eyal & Roth, 2011).

For teachers, competence had been addressed in several domains such as pedagogical content knowledge (PCK), content knowledge (CK) (e.g., Kleickmann et al., 2013), emotional and communicative skills (e.g., Čilič et al., 2015), classroom management, student engagement, and instructional strategies (Tschannen-Moran & Woolfolk Hoy, 2001). Despite the various domains used to unpack teacher competence, the most frequently addressed teacher competence skills were classroom management, student engagement, and instructional strategies in relation to teachers' sense of efficacy. Although the terminology was different, the underlying assumptions of competence and self-efficacy were similar. Self-efficacy had been studied over forty years to address competence, including teacher efficacy. Teacher self-efficacy had been defined as “a judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). The Teacher Sense of Efficacy Scale (TSES) differentiated teacher skills into three domains: efficacy for classroom management, efficacy for student engagement, and efficacy for instructional strategies (Tschannen-Moran & Woolfolk Hoy, 2001). Classroom management were the tasks or skills used to “maintain a learning environment that allows for positive interaction, access to learning, and enhanced student achievement” (Aloe et al., 2014, p. 105). Instructional strategies domain referred to the “various

instructional methods that enable and enhance student learning” while student engagement referred to teachers’ ability to “activate students’ interest in their schoolwork” (Zee, de Jong et al., 2016, p.43). These three domains were specific to the teaching profession across all subject matter and grade level.

Perceived self-efficacy of a teacher had shown to influence teacher job satisfaction and commitment (Carinus et al., 2012 see also Collie et al., 2012) as well as teacher burnout and emotional exhaustion (Aloe, et al., 2014 see also Dicke et al., 2014; Evers et al., 2002; Skaalvik & Skaalvik, 2007; Yu et al., 2015). Increasing teachers’ self-efficacy generated more satisfied, less stressed teachers for the classroom. Not only did teacher self-efficacy improved the teacher’s perspective of their career, it improved the classroom quality in relation to instruction (Holzberger et al., 2013 see also Yeo et al., 2008; Zee, Koomert et al., 2016), teaching orientation (Huang et al., 2007), students’ perceptions of the classroom (Miller, Ramirez, & Murdock, 2017), and collaboration in professional learning communities (Zonoubi et al., 2017). Overall, a teacher’s self-efficacy in their capabilities for the profession improved the teacher’s view of their chosen profession and directly impacted the student’s achievement in the classroom.

Yet, a few studies had focused on veteran teachers or longitudinal studies to understand the fluctuations or sustainability of self-efficacy over a career. Tschannen-Moran and Woolfolk Hoy (2007) found overall experienced teachers had greater self-efficacy compared to novice teachers. Experienced teachers had significantly higher self-efficacy in the efficiency subscales for instructional strategies and efficacy for classroom management compared to novice teachers,

but there were no significant differences in the efficacy for student engagement subscale (Tschannen-Moran & Woolfolk Hoy, 2007). This could be due to the experienced teachers have more mastery experience compared to the novice teachers as well as positive vicarious experiences and social persuasion (Bandura, 2001). In contrast, Klassen and Chiu (2010) findings indicated teacher self-efficacy increased until it peaked between 20 through 25 years of experience and decreased afterwards. This discrepancy between the studies could be the result of not distinguishing between Day, et al.'s (2007) subgroups of veteran teachers (+ 24-years of experience) which included a highly motivated group and unmotivated group and terminology or boundaries of 'experienced' teachers. While competence was an important BPN, competence alone could not bring self-determined motivation unless the other two BPNs of relatedness and autonomy were also met. In the next section, autonomy was discussed.

Autonomy. Within SDT framework, the BPN of autonomy had been the major focus in research in many areas including the field of education (i.e., Collie et al., 2016 see also Nie et al., 2015). Autonomy has been defined as “volition-the organismic desire to self-organize experience and behavior and to have activity be concordant with one’s integrated sense of self” (Deci & Ryan 2000, p. 232). It has also been defined later as “the need of individuals to experience self-endorsement and ownership of their actions-to be self-regulating in the technical sense of that term” (Ryan & Deci, 2017, p. 86). Not only do individuals needed to feel they have options of different actions for a task but internalized the actions and tasks as valuable to oneself or goals. Another aspect of literature within the construct of autonomy was autonomy-support. While autonomy referred to the perspective the individual had to its own environment, autonomy-

support referred to the level of autonomy an individual provided to others in a certain environment. Autonomy support has been defined as “an attitude of unconditional regard and a desire for the empowerment and self-actualization of the client” (Ryan & Deci, 2017, p. 443). For educational research, most of the literature has focused on autonomy supportive teachers in relation to student outcomes (i.e., Reeve, 2006 see also Ruzek et al., 2016). However, some of the literature has addressed autonomy supportive school leadership on teachers’ need of autonomy and its outcomes such as job commitment and burnout. This literature was discussed next.

When teachers perceived their work environment as autonomy supportive from the leadership (Eyal & Roth, 2011), there was less burnout and emotional exhaustion (Fernet, Trépanier, et al., 2016 see also Van den Berge et al., 2014) or overall, a better well-being in their work environment, the classroom (Nie et al., 2015). When the BPN of autonomy was supported, teachers were more willing to implement new strategies (Lam et al., 2010), including becoming more autonomy-supportive in the classroom and attending professional conferences (Carson & Chase, 2009) which provided the opportunity to increase students’ self-determined motivation. Lastly, job satisfaction (Collie, et al., 2016: Nie et al., 2015) and commitment (Collie et al., 2016 see also Fernet, Trepanier et al., 2016) was increased when teachers perceived their work environment as autonomous.

Although these studies addressed the importance and value of autonomy for teachers, what is missing from the literature was teacher autonomy in relation to their developmental trajectories. Only a few studies addressed teacher autonomy for different stages of teacher

development. For example, while the study focused on early career teachers, Fernet, Trepanier et al. (2016) indicated that the perception of autonomy decreased between the first year to the third year of teaching. First year teachers felt more autonomous in their environment because they now had their own classroom and the freedom to establish how the classroom would be organized and structured for the students while the more experienced teachers noticed the constraints of the classroom, such as high stakes testing and mandated curriculum (Consuegra et al., 2014). However, while experienced teachers held on to more controlling strategies in the classroom, if they were provided professional development modeling autonomy, they were more likely to observe the benefits for their students and provided that type of environment more in the classroom (Aelterman et al., 2016). As shown in the literature, the sustainability or understanding of the need of autonomy for veteran teachers was less understood and needed more attention. While autonomy and competence played a role in the self-determination motivation of teachers, the last BPN of relatedness was also an important aspect.

Relatedness. Relatedness was the last basic psychological need to be discussed. According to Deci and Ryan (2000), “relatedness refers to the desires to feel connected to others-to love and care, and to be loved and cared for” (p. 231). Ryan and Deci explained further that relatedness “is not merely being admired that counts...people must have the perception that others care for them unconditionally rather than conditionally and that they are accepted for who they are” (Ryan & Deci, 2017, p. 97). Their definition and explanation emphasized the importance of the perception of relatedness, which provided the fulfillment of the BPN not the behaviors to attain the relatedness (Ryan & Deci, 2017). The relatedness to a group, culture, or

organization allowed the behavior to persist by becoming more internalized with continued acceptance and belonging (Ryan & Deci, 2017).

In the field of education, teachers have different types of relationships: teacher-students, teacher-colleagues, teacher-parents, and teacher-administration. However, most literature focused most on the teacher-student relationship and the teacher-colleague relationship (i.e., Collie et al. 2016 see also Klassen et al., 2012). Substantial amount of literature addressed the importance of teachers' fulfillment for the need of relatedness between teachers and students (Aldrup et al., 2017; see also Klassen et al., 2012; Collie et al., 2016) and was probably since teachers spend most time with students in the classroom. Teachers with a positive relation with students in the classroom provided the teachers with more enthusiasm and less stress in the classroom (Aldrup et al., 2017), psychological health and, indirectly, with work performance (Brien et al., 2012), organizational commitment (Collie et al., 2014), and, more importantly, more intrinsic forms of motivation (Carson & Chase, 2009). Research also showed that elementary teachers reported higher levels of relatedness with students compared to secondary teachers (Klassen et al., 2012). Elementary teachers typically spent their day with one class of students, whereas secondary spent one class period with a class each day. Even though literature emphasized the importance of relatedness with students, colleague relatedness also played a role. Relatedness with colleagues had an impact with both teacher well-being and overall well-being (Collie et al., 2016). Feeling a part of the school community provided outlets to collaborate and problem solve as a collective whole rather than in isolation. Therefore, the stresses of the occupation were lessened or

appeared to be worthwhile to achieve for the community of the school, thereby increasing teacher well-being and job satisfaction.

As such, existing research addressed the significance of relatedness for teachers, little is known in the literature concerning veteran teachers' need for relatedness, especially how their relatedness was sustained or changed over time. One study noted the number of years the teacher was at a current school had more fulfillment in the need of relatedness (Marshik et al., 2017). But did not distinguish between relatedness to students where the generational difference was more evident or to colleagues. Understanding how relatedness need was developed, sustained, and fulfilled throughout a career was less known along with the other two BPNs of competency and autonomy. Noted by Hobson and Maxwell in their study of early career teachers and implied that well-being "is dependent upon the interaction of greater number of individuals, relational, and micro-, meso-, and macro-environmental factors" (2017, p. 186). By gaining knowledge of how the BPNs were developed and sustained throughout a career, adjustment to the working environment had an impact to teacher well-being, performance, and commitment.

The three BPNs were one aspect or sub-theory of SDT. Another aspect or sub-theory is Organismic Integration Theory or OIT. OIT provided a framework as to how an individual transitioned from various levels of extrinsic motivation closer to the ideal intrinsic motivation by providing an environment conducive to perceiving the three BPNs: competence, autonomy, and relatedness, were being met. In other words, an individual could become more self-determined motivation if their perception of the environment allowed them to show their abilities for the tasks, they had volition or choice about how the task was done and felt a part of the organization

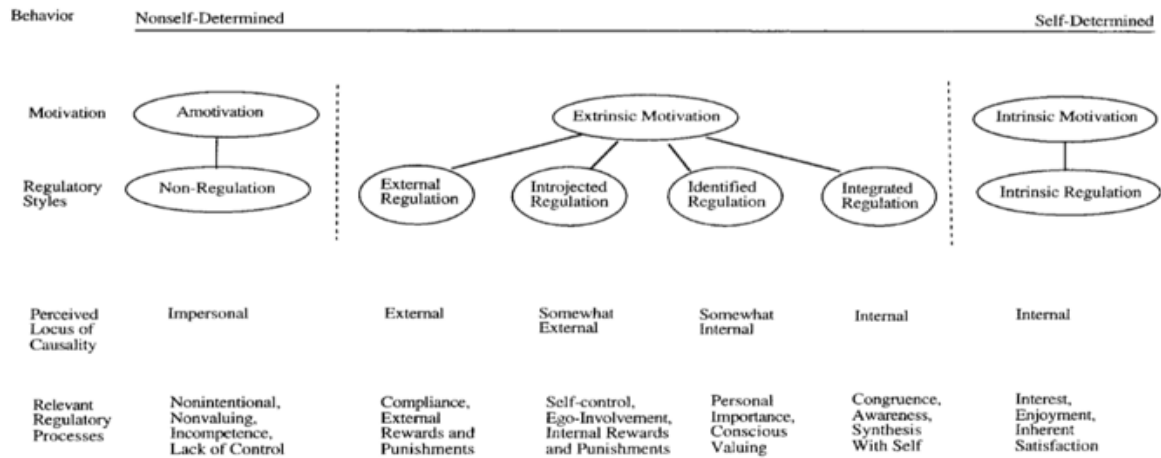
and/or colleagues they work with during the tasks. Leaders provided supports in the environment to help the perception of the BPNs being met. The next section summarized the theory and its importance to understanding teacher motivation, specifically veteran teacher motivation.

Organismic Integration Theory

There were two general types of motivation: extrinsic and intrinsic motivation. It appeared it was dichotomous, or an individual was either intrinsically motivated or extrinsically motivated. Either an individual was performing a task for authentic, pure joy or performing the task because of pressure of an outside source. But an individual could have a variation of extrinsic motivation that could begin to be internalized and more intrinsic. Therefore, extrinsic motivation was on a continuum with amotivation, or no motivation at the lowest part and intrinsic at the highest internalized and integrated motivation and depended on the satisfaction or thwarting of BPNs. Between these two points were different levels of extrinsic motivation: external regulation, introjected regulation, identified regulation, and integrated regulation. In the following paragraphs intrinsic motivation and each level of extrinsic motivation was discussed in further detail.

Figure 1

The Self-Determination Continuum of Types of Motivation (Ryan & Deci, 2000, p.72).



Ryan and Deci (2000) described intrinsic motivation as “people freely engaging in activities that they find interesting that provide novelty and optimal challenge” (p. 235). Intrinsic motivation did not have outside performance outcomes, such as money, fame, or grades attached to the task. Therefore, the individual perceived they have competence for the task, it was done by their own choice, and if in a group, felt accepted as part of the group. The level of extrinsic motivation occurred depending on the internalization and integration of the tasks based on the whether the BPNs were met or thwarted. Extrinsic motivation occurred when “the performance of an activity in order to attain some separable outcome” (Ryan & Deci, 2000, p. 71). Ryan and Deci (2000) indicated that when an individual internalized and integrated the task, the individual valued the task and took ownership or saw the importance of the task for themselves presently or futuristically. Individual’s internalization and integration of the task determined the level of extrinsic motivation into more self-determined motivation (See Figure 1).

For the first two extrinsic motivation: external regulation and introjected regulation, Deci and Ryan (2000) indicated are more controlled motivations. External regulation was the least

internalized and integrated extrinsic motivation. An individual with this motivation was truly performing the task for external separate outcomes. External regulation was what most individuals viewed as extrinsic motivation in its purist form. External regulation type of motivation was equivalent to the rewards and punishments to reinforce or eliminate behavior in an immediate, short-term manner (Ryan & Deci, 2017). Because the action had not been internalized into the individual's values and beliefs, the action would not continue unless the external consequences were in place. Introjected regulation was the next level with little internalization and integration. An individual with this level of external motivation was "taking in a regulation but not fully accepting it as one's own." So, the individual still had the outside external aspect controlling their behavior (Ryan & Deci, 2000, p. 72). In other words, the action had an affective, internal contingency rather than an external one (Ryan & Deci, 2017). So, it was one would think they ought to do or should do based on what others would think of those actions. Controlled motivation (i.e., external regulation and introjected regulation) indicated some aspects of the BPNs are thwarted by the individual's environment.

The last two extrinsic motivation levels: identified regulation and integrated regulation were more autonomous or self-determined motivation because the individual had more internalization and integration to perform a task. With identified regulation, an individual recognized its importance and consciously began to value the task (Deci & Ryan, 2000). The individual saw the task as important to themselves for future utility, so the individual would have more probability to continually perform the task and with more quality. The most integrated and internalized extrinsic motivation was integrated regulation. An individual's value of the task had

integrated into themselves by connecting it to their personal values (Deci & Ryan, 2000). In a sense, the individual had done a “self-compatibility check” with their own personal values and beliefs as a whole and the action became more authentic (Ryan & Deci, 2017, p. 188). The achievement of the levels of internalization and integration was dependent on how satisfied the BPNs were met.

Existing Literature on Self-Determined Teacher Motivation in OIT

In terms of the OIT, research for the work environment and self-determined motivation was limited. The OIT framework had been used in education research mostly concerning autonomous supportive teaching for student self-determined motivation (e.g., Reeve et al., 2004 see also Wang et al., 2017), but some focused-on teacher self-determined motivation (e.g., Berkovich & Eyal, 2017 see also Janke et al., 2015). However, literature has begun to focus on what influenced or affected teacher motivation to become more autonomous supportive in the classroom (Kaft & Shahar, 2015) and how leadership influenced teacher self-determined motivation (Berkovich & Eyal, 2017). Güntert (2015) illustrated that work environments supporting more intrinsically, or well-internalized external motivation resulted in more positive work-related outcomes such as inherent pleasure or personal relevance. While this study’s participants were not educators, but a service- related field, insurance, the results provided insight to how environments supporting self-determined motivation provided more positive work-related outcomes. Within the context of education, teachers’ professional environment includes students, other colleagues, and administrators. Katz and Shahar (2015) indicated teachers who were more self-determined for teaching were more likely to adopt a more

autonomous supportive style in their classroom. Therefore, the teaching beliefs of teachers were associated with their motivation and in turn are associated to their motivation style for their students (Katz &Shahar, 2015). The importance to understanding the impact of the school climate on teachers' self-determined motivation could enhance the learning environment of the students in the classrooms. Given this understanding about veteran teachers' SDT motivation, I propose the following set of research questions.

Research Questions:

1. What types of motivation (autonomous or controlled) on the continuum do veteran teachers present?
2. How do veteran teachers perceive their basic psychological need satisfactions?
3. Are there differences between the autonomous motivated and the controlled motivated groups in their basic psychological needs satisfaction? If so, how?

Chapter 3 Methodology

Research Design

In this study, I employed a qualitative research design supplemented with quantitative surveys. This study aimed at exploring veteran teachers' perspectives of their self-determined motivation and its relation to three basic psychological needs: competence, relatedness, and autonomy. To understand one's perceptions and experiences, it was necessary to unpack "meaning" of those experiences. Patton (1980) described qualitative research as a way to "find out what people's lives, experiences, and interactions mean to them in their own terms and in their natural settings" (p. 22). As humans, we construct meaning based on the interactions with the environment and culture. Therefore, this aligns with the philosophical framework of constructionism. Constructionism postulated that 'meanings are constructed by human beings as they engage with the world they are interpreting' (Crotty, 1998, p. 43). This interaction was essential. Individuals bring intentionality to the experiences and influences to the construction of the meaning. Crotty explained that "intentionality brings to fore is the interaction between subject and object" (1998, p. 45). In constructionism, the subject and the world are not completely separated. How we relate or reference the object is the direction we will construct its meaning. As qualitative research was based on these assumptions, it provided participants a 'voice' and more depth and detail of the phenomenon being studied. By focusing on the meaning of the experiences described by veteran teachers in the context of their professional setting, this study provided a much deeper understanding their motivation and how they sustained it, as well

as what demotivated these teachers who had remained in the profession for a long time despite many challenges.

Participants

Sampling Strategies. The sample of the study included a purposeful sampling strategy, criterion sampling and snowball sampling. Purposeful sampling means “that the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problem and central phenomenon in the study” (Creswell, 2013, p. 156). Specifically, I employed a criterion sampling, which required individuals in the sampling population must meet certain criteria to have the possibility to be recruited and participate in the study as well as quality assurance (Creswell, 2013). The inclusion criterion of the sample included teachers who have taught at least 20 years and currently teaching in the PK-12 Oklahoma public school classrooms. A minimum of 20 years of teaching experience was based on studies that defined veteran or experienced teachers as such (i.e. Lowe et al., 2019; Snyder, 2017). Gender, age, ethnicity, school location, subject matter, and grade level was not used as inclusion criteria of the sample selection. While criterion sampling was the primary focus of sampling strategies, I included snowball or chain sampling. Creswell (2013) described snowball or chain sampling as to identify “cases of interest from people who know people who know what cases are information-rich” (p. 158). Therefore, at the end of interviews, I asked the participant if they knew of another veteran teacher who may be willing to participate in the study. I used my contacts as a former educator and used information from former colleagues who may had known teachers with the criteria and reached out to those individuals for recruitment purposes. This last

strategy became crucial when the COVID-19 pandemic occurred. I had to rely on snowball or chain sampling to interview the minimum number of participants and included a participant with 19.5 years of experience as it was close to 20 years of experience.

Sample Size. Different factors determined the sample size of a qualitative study: scope of the study, nature of the topic, quality of the data, and the study design (Morse, 2000). Since the aim of the study was to find the meaning of veteran teachers' perception of SDT's BPNs based on their type of SDT motivation, this study followed the recommendations generally found for grounded theory or in-depth interviews which is 20-30 participants (Creswell, 2013; Dworkin, 2012). The sample size of the study goal was around 20 participants at minimum and was to continue until saturation of the data is reached (Creswell, 2013; Shank, 2006). Saturation of the data meant "you have studied in a particular setting long enough so that you are now only finding things that you have already found" (Shank, 2006, p.31). Dworkin (2012) mentioned that this allowed for a thorough examination of the phenomenon, maximized the possibility to establish the relationship between "conceptual categories and identify variation in processes" (p. 1320), and increased the chances that negative cases have been explored. Although I did not reach the saturation point, due to the COVID-19 pandemic only 20 participants were interviewed and included a participant with 19.5 years of experience. The demographics of the participants are in Appendix E.

Recruitment Strategies. Veteran teachers were recruited by several methods. (1) Mass emails sent out to teachers who worked in school districts that did not prohibit researchers from sending out mass emails based on the email addresses posted on the schools' websites. Mass

email recruitment script was attached in Appendix A. An example list of school districts and schools were listed in Appendix B, (2) Mass messages were sent through Facebooks groups dedicated to Oklahoma teachers such as Oklahoma Science Teachers group, Oklahoma Education Association group and Oklahoma Teachers-The Time is Now! Group, (3) Using existing professional networks I have, I reached out teachers and administrators who knew veteran teachers in Oklahoma, and (4) Once I started interviews, I asked the participant if they knew veteran teachers and asked to provide those teachers with my name and contact information.

Data Collection

Data Sources: Survey. The purpose of the surveys was to help determine what type of self-determined motivation the teacher perceived themselves and their satisfaction level in the three BPNs. This provided a context to understand the in-depth interviews and what perceived factors influenced that type of self-determined motivation and level to which the three BPNs were met. The surveys were given before the semi-structured interview. The first survey was the Work Task Motivation for Teachers or WTMST developed by Fernet, Senecal, et al. (2008). The original measure contained 15 items for the five motivational constructs of the OIT for six main teaching tasks: class preparation, teaching, evaluation of students, classroom management, administrative tasks, and complementary tasks (Fernet et al., 2008). Due to the length of the survey and questions of whether teachers would take that long of a survey plus volunteering to be interviewed, I chose two teaching tasks that takes majority of a teacher's day to capture their self-determined motivation: teaching and classroom management. The items were prefaced by

the question, “Why are you engaged in the following tasks?” The participants used a seven-point Likert scale that ranged from one indicating ‘does not respond at all’ to seven indicating ‘corresponds completely’ to gauge their perceived self-determined motivation. Examples of the items were ‘because it is pleasant to carry out this task’ representing an intrinsic motivation and ‘because if I don’t carry out this task, I will feel bad’ representing introjected regulation. See Appendix D for the survey. The measure had an overall internal consistency or Cronbach’s alphas for each type of motivation were as follows: intrinsic motivation ranged from 0.83 to 0.96 with a mean $r = 0.92$; identified regulation ranged from 0.72 to 0.89 with a mean $r = 0.82$; introjected regulation ranged from 0.79 to 0.89 with a mean $r = 0.85$; external regulation ranged from 0.64 to 0.87 with a mean $r = 0.76$; amotivation ranged from 0.75 to 0.81 with a mean $r = 0.77$ (Fernet et al., 2008, p. 265). The validity of the measure the researchers used was confirmatory factor analysis which revealed adequate fit for construct validity (Fernet et al., 2008). They also addressed convergent-divergent validity with the multitrait-multimethod approach with indicated very good support for assessing teachers’ motivation toward various work tasks (Fernet et al., 2008). Previous research studies (Fernet Guay et al., 2012 also see Gorozidis & Papaioannou, 2016; Moreira-Fontán et al., 2019) have used this instrument to measure self-reported self-determined motivation.

Data Sources: Interviews.

The major data source for the study were the participant interviews. Once the survey was completed, the participants, who consented, were interviewed using semi-structured interview questions (See Appendix C for interview question). The interviews were audiotaped with the

consent of the participant, transcribed, and analyzed both inductively and deductively to find themes for each of the three basic psychological needs. The interview questions provided in-depth understanding of how these needs were (not) met in their workplace beyond what was indicated in the surveys. The interviews were between 15 minutes to 77 minutes and were conducted at the convenience of the participant as to time and location of the interview. Example questions were “What aspects of the relational dynamics (students, colleagues, administration, parents, & staff) do you feel most satisfied currently?” and “What was the most important factor that makes you stay in the teaching profession?” See Appendix C for semi-structured interview questions.

Data Collection Procedures.

A recruitment email was sent to all Oklahoma teachers (See Appendix A). Teachers had the option to click on the Qualtrics link embedded in the recruitment emails to participate in the surveys. At the end of the surveys, a question was asked if they would like to participate in an interview and if so, they could provide their contact information. Once the participant provided their contact information and met the requirements of the study, I called or emailed to schedule a date, time, and location of the interview. Once the date, time, and location were agreed upon, the interview took place. One change that occurred due to the COVID-19 pandemic was the most interviews were conducted over the phone or through Zoom. Consent was discussed before the interview began and was read to them and they verbally consented during a phone or Zoom interview. If the participant was recruited through the snowball sampling method, the participant may have not completed the surveys. A paper copy of the surveys was provided and completed

before the interviews commenced. At the end of the interview, I asked if I could contact them for follow up interviews if necessary. I also asked if they knew of other colleagues, in or outside the current district who met the criteria and wished to participate as well. If they did, I asked them to provide them with my contact information.

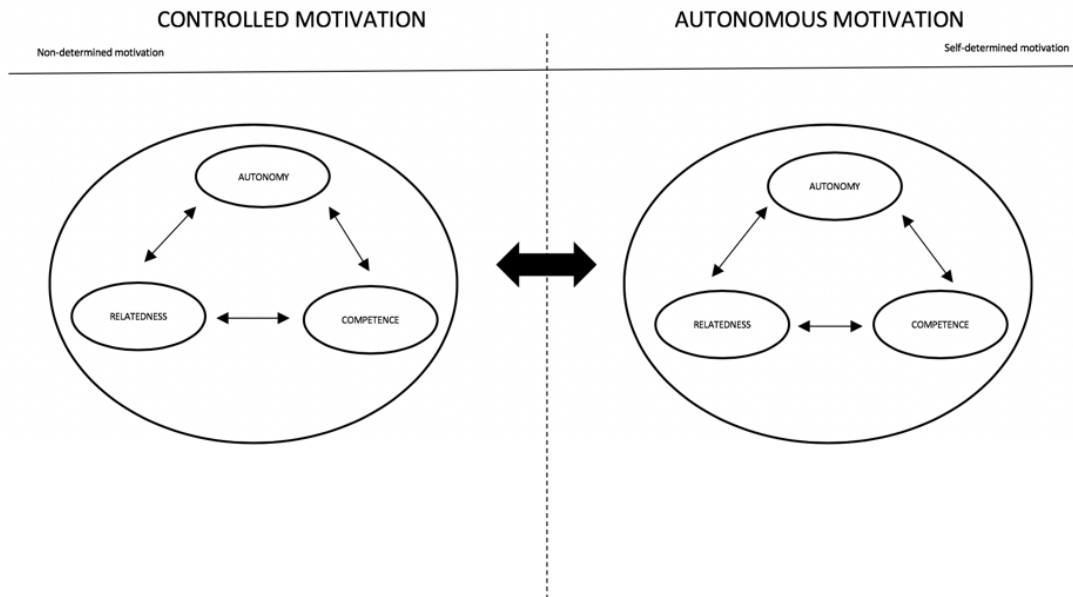
Data Analysis

Survey: The WTMST was scored first to classify the teachers' type of self-determined motivation: autonomous or controlled. Existing studies calculated the scores as follows: [(intrinsic motivation + identified regulation) – (introjected regulation + external regulation)] (Fernet, Guay, et al., 2012). Fernet, Guay, et al.'s (2012) study did not include amotivation in the calculation citing amotivation “was not considered because it addresses quantity not quality of motivation” (p.518). Positive scores indicated autonomous motivation while negative scores indicated controlled motivation (Fernet, Guay et al., 2016). Several existing studies have used this dichotomy of motivation (i.e., Fernet, Guay et al., 2016) due to there has not been precedence to distinguish between all the types of self-determined motivation on the OIT continuum. Therefore, any numerical boundaries between the different types of self-determined motivation would have been arbitrary. For the current study, the boundary was determined by numerical positive scores indicated autonomous motivation and negative scores indicated controlled. The actual number represented the strength or amount of that type of motivation. For example, if a participant scored positive 20 and another scored positive 10, the former has greater autonomous motivation.

Interview: First, the interviews were audio recorded and transcribed. Second, participants were grouped based on the survey outcome (e.g., controlled vs. autonomous motivation type). Third, for each group, interviews were analyzed using LeCompte and Preissle's (1993) typological analysis that employed both deductive and inductive reasoning. I sorted data using the existing categories of basic psychological needs (e.g., competence, relatedness, and autonomy) based on the SDT theory. Within each basic psychological needs category, the transcribed interviews were analyzed inductively. Then the specifics were "collected and gathered" to find "more general pattern of order" (Shank, 2006, p. 149) by creating profiles of each participant. This was done by making three circles for each need. Within each basic psychological need's circle, the most satisfied was represented by the blue circle and the least satisfied was represented by the red circle. The circles of the BPNs were only linked if the participant mentioned the two BPNs when discussing only one BPN. This indicated they were dependent or interlinked. The arrows represented whether something was positively affecting an area of a BPN like a coping mechanism (blue arrow) or negatively affecting an area of a BPN (red arrow). The profiles were ordered from most autonomous to least autonomous and compared and the two groups were compared for any differences in profile. Fourth, interviews for each motivation type group are analyzed, major themes within the group were compared between the controlled group and autonomous group. This allowed to observe the underlying pattern of differences in satisfaction of each basic psychological needs and its relative value between the motivation type groups (See Figure 2).

Figure 2

Theoretical Visual of Study

**Trustworthiness and Reflexivity**

Trustworthiness: Lincoln and Guba (1985) established four criteria to meet trustworthiness: credibility, transferability, dependability, and confirmability. Each criteria reflects a question the researcher to ask him/herself when developing trustworthiness in his/her study. For the researcher to establish credibility, they had to ask the following questions to meet each of the four criteria (Lincoln & Guba, 1985, p. 290)

- 1) Credibility: “How can one establish confidence in the “truth” of the findings of a particular inquiry for the subjects (respondents) with which and the context in which the inquiry was carried out?”

- 2) Transferability: “How can one determine the extent to which the findings a particular inquiry have applicability in other contexts or with other subjects (respondents)?”
- 3) Dependability: “How can one determine whether the findings of an inquiry would be repeated if the inquiry were replicated with the same (or similar) subjects (respondents) in the same (or similar) context?”
- 4) Confirmability: “How can one establish the degree to which the findings of an inquiry are determined by the subjects (respondents) and conditions of the inquiry and not by the biases, motivations, interests, or perspectives of the inquirer?”

For this study, I used triangulation and member checking to establish credibility. Triangulation is when “researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence” (Creswell, 2013, p. 251). I used the framework of the SDT and other motivation theories such as SEVT, if necessary, for theory triangulation. I also performed researcher triangulation with other graduate students to triangulated the codes. The transcripts or coding were emailed for triangulation and discussed through email communications until an agreement was reached. The participants had the opportunity to check the transcripts and to provide clarification or additional information during the member check. To meet the transferability criterion, I provided the thick and rich descriptions from participants in multiple settings. To establish both dependability and confirmability, researcher triangulation, an audit trail, and a reflexivity below, was completed. An audit trail included the raw data, data reduction and analysis products, data reconstruction and synthesis products and process notes to establish “residue of records stemming from the inquiry” (Lincoln & Guba, 1985, p. 319).

Reflexivity: Reflexivity was an important aspect in qualitative research as the researcher was a participant in the data collection via interviewing. Creswell (2013) indicated “How we write is a reflection of our own interpretation based on the cultural, social, gender, class, and personal politics that we bring to research” (p. 215). Creswell further explained “All researchers shape the writing that emerges, and qualitative researchers need to accept this interpretation and be open about it in their writings” (p. 215). Therefore, qualitative researcher wrote a reflexivity to acknowledged “the biases, values, and experiences that [they] brings to qualitative research” (p. 216). The following was my reflexivity for my study.

For 18 years, I was a secondary science teacher in both suburban and urban public-school settings. Throughout those years, there were multiple times the trials and challenges made me question my chosen profession and whether it was worth it to continue. But the successes and the relationships developed with the students gave me the motivation to continue. Thus, I began question myself as well as those colleagues who were more experienced as to why we chose to continue this profession despite the challenges we face both inside the building and in society, and what can we learn from these experienced teachers’ motivation. It was my rationale for wanting to study not only teachers in general, but more specifically veteran teachers. I did not make it to what some researchers have termed veteran teacher. I missed the mark by roughly two years. Yet, this understanding of why I remained as long as I did and more importantly, why those who continue to teach for their entire career still looms.

My research experiences during the doctoral program have continued this need to understand teachers and the teaching profession. The pressures put on teachers continues to

mount and yet there are those that chose the profession and remain. Teachers are the ones on the ‘battlefield’ per se teaching multicultural diverse student population content to meet the expectations of those outside of the educational world’s standards. Veteran teachers have ‘been there, done that’ throughout their careers and why they remain is not fully understood. My goal with this study was to shed some light on the motivation of those teachers who have remained and how they faced and continued to face teaching challenges.

By understanding the voices and knowledge of these veteran teachers could provide insight to their motivation, both sustaining and weathering, and insight on how to balance the challenges of teaching while sustaining motivation to continue to grow and improve as a teacher. Through my previous experiences as a teacher and my current research projects, I want to continue to understand teachers’ motivation and their needs to be successful in all settings. Now, this has become more valuable as I have re-entered the teaching profession fulltime and now getting closer to becoming a ‘veteran’ teacher. These ‘voices’ of the participants were insightful in the ways they were able to handle the demands of teaching and persist in very new trying times we are now entering: a post-pandemic era of education.

Chapter 4: Analysis

RQ1: What type of self-determined motivation: either autonomous or controlled motivation do veteran teachers present?

The Work Task Motivation for Teachers, or WTMST (Fernet, et al., 2008), was developed to determine the type of self-determined motivation overall as well as for teaching and for classroom management. Each statement is related to a type of OIT motivation, and each statement had a 7-point Likert scale. The score was calculated using the equation [(intrinsic motivation + identified regulation) – (introjected regulation + external regulation)] (Fernet, et al., 2012). The participant's level of how the statement corresponded to each statement types were added and then placed into the equation. If the overall score was positive, the participant was classified as autonomous. If the score was negative, the participant was classified as controlled. If the score was zero, the participant was classified as neutral because zero is neither positive nor negative. There has not been a study that has defined the type of self-determined motivation to the level of the OIT continuum or cut off scores to identify each type of motivation on the OIT continuum. See Appendix E for all participants' scores and classification.

A total of 123 surveys were fully completed by Oklahoma veteran teachers. The average total range of teaching experience was 19.5 to 50 years. A majority of the veteran teachers were female or 98 teachers. There were 25 male teachers. One teacher chose the option of "other" preferred not to specify.

* Note. In Chapter 4 and Chapter 5, Name (A) = autonomous; Name (C) = controlled

Figure 3

Overall Self-Determined Motivation of Oklahoma's Veteran Teachers

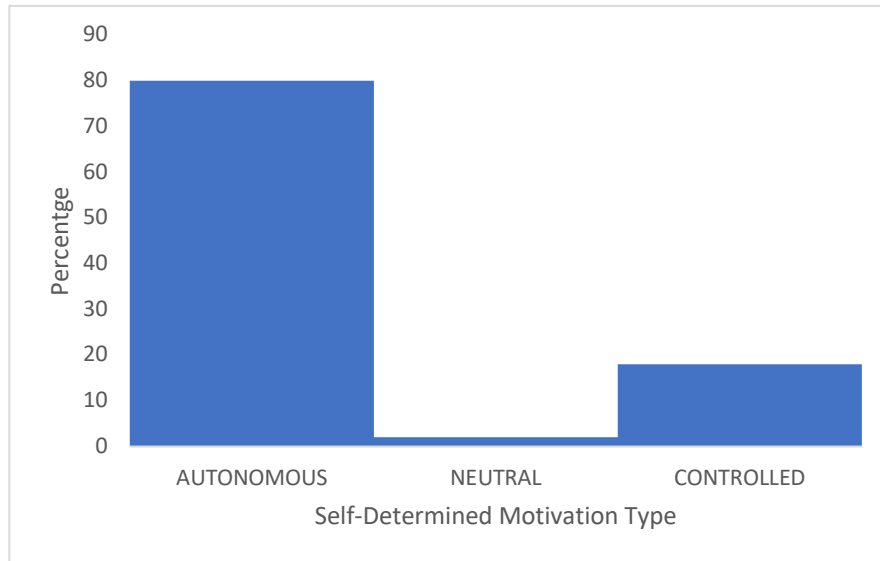


Figure 3 displays the overall percentage of teachers that were identified as having autonomous self-determined motivation or controlled self-determined motivation. A majority of Oklahoma veteran teachers, who participated in the study, were identified as having autonomous self-determined motivation comprising 80% of the surveys. A smaller percentage, 18%, were identified as having controlled self-determined motivation. Only two percent had an overall score of zero. The determination of the type of self-determined motivation depended on whether the score was positive or negative. The number zero is neither positive nor negative. Therefore, this 2% of the veteran teachers, whose score was neither positive nor negative, could not be determined based on this study's survey.

Figure 4

Percentage of Type of Self-Determined Motivation for Teaching in Oklahoma's Veteran Teachers

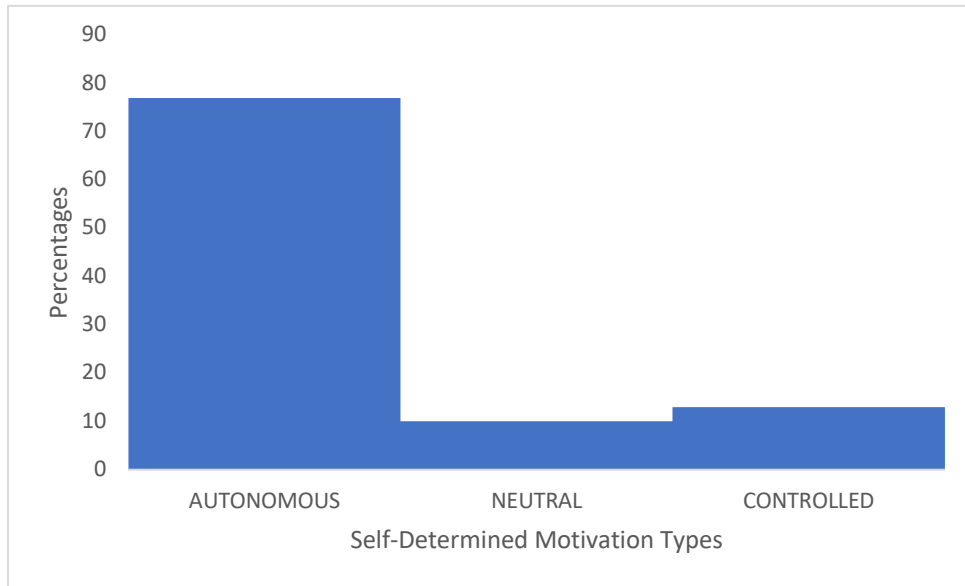
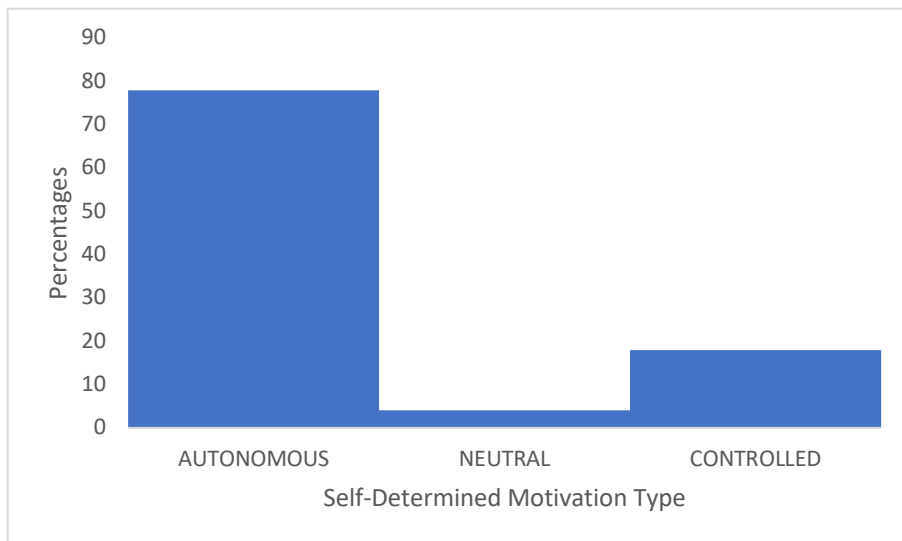


Figure 5

Overall Self-Determined Motivation of Oklahoma's Veteran Teachers for Classroom Management

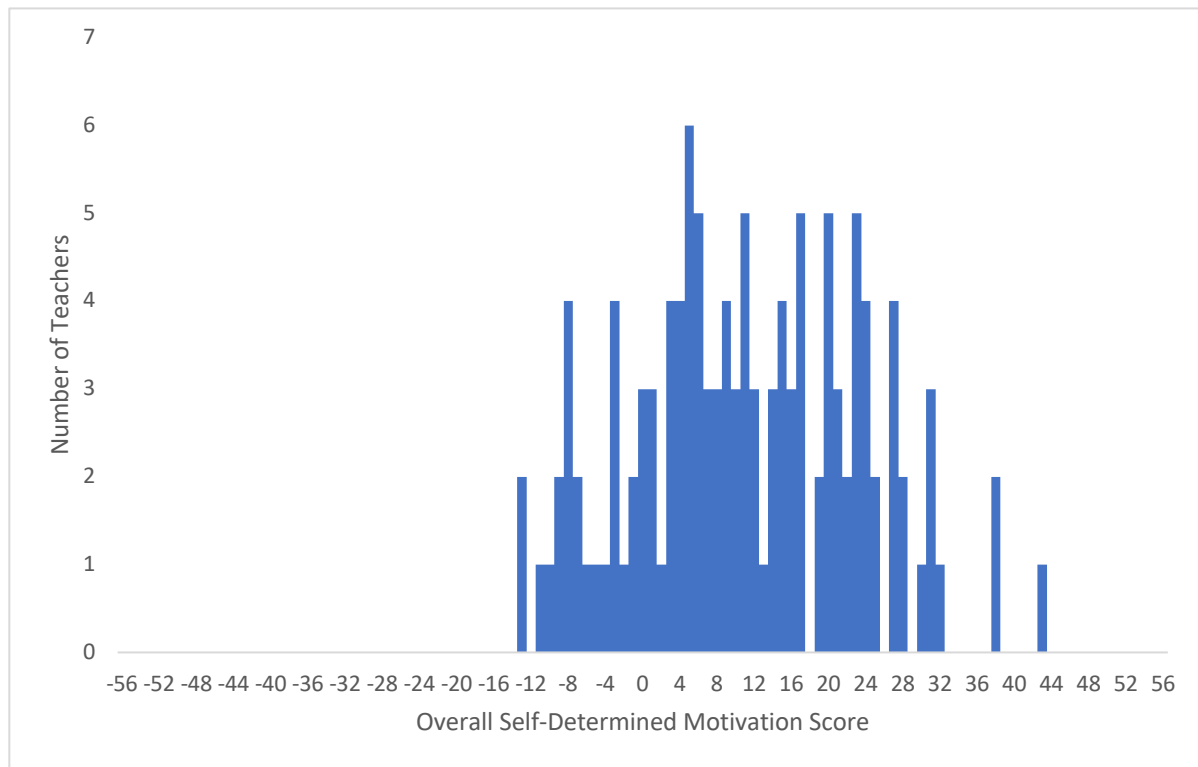


The survey contained two areas relevant to teaching: teaching and classroom management. Figures 4 and 5 shows the percentages of autonomous, neutral, or controlled self-determined motivation. The percentage of veteran teachers that were classified as autonomous for the area of teaching was 77%. Those that were classified as having controlled motivation was 13%. The percentage of teachers classified as having a neutral motivation was 10% for the act of teaching. For the area of classroom management, 78% of the teachers were identified as autonomous while 18% were classified as having controlled motivation. Those that had neutral motivation or a score of zero on this portion of the survey was 4%. A slight decrease for autonomous motivation for classroom management compared to teaching was observed. However, there was an increase in neutral motivation between the area of teaching and the area of classroom management.

The variation of the overall self-determined motivation scores ranged from -13 to 43. Within this range, the scores of -12, 18, 26, 29, 33-37, and 39-42 had no teacher membership. A majority of the teachers clustered between -9 to 25. The score of 5 had the most group membership with six teachers. The scores of 6, 11, 17, and 23 had a membership of five teachers. The scores of -8, -3, 3, 4, 9, 15, 24, and 27 had four teachers. The motivation score of 0, 1, 7, 8, 10, 12, 14, 16, 2, and 31 had three teachers for each score. The motivation scores of -13, -9, -7, -1, 19, 22, 25, 28, and 38 had two teachers scoring these scores. The motivation scores of -11, -10, -6, -5, -4, -2, 2, 13, 30, 32, and 43 had one teacher score those scores. Figure 6 shows graphically the range of scores and the number of teachers in each score.

Figure 6

Variation of Number of Oklahoma's Veteran Teachers' Overall Self-Determined Motivation Scores



RQ 2: Were differences found in autonomous motivated group verses controlled motivated group in their basic psychological needs satisfactions? If so, how?

As mentioned in Chapter 3, the Works Task Motivation Survey for Teachers (WTMST) survey was designed to measure six dimensions teacher task: class preparation, teaching, evaluation of students, classroom management, administrative tasks, and complementary tasks. The WTMST is used to determine the self-determined motivation of teachers based of the OIT, more specifically for this study, autonomous motivation, or controlled motivation. Each section

has 15 survey items. It was determined the complete survey may be too tedious and teachers would most likely be more willing to take a shorter version. Therefore, two of the six tasks were used to measure self-determined motivation. The two sections or dimensions used in this study was teaching and classroom management as this are the two primary tasks teachers do mostly throughout the workday. Each section or dimension of the WTMST started with the question, 'Why are you doing this work task?'

The teaching section of the WTMST focused on topics such as presenting instruction, answering questions, and listening to students' needs. Some examples of the statements the teachers used to determine the level in which it corresponds to them were 'Because the school obliges me to do it' and because this task allows me to attain work objectives that I consider important.' The classroom management portion of the survey focused on topics such as handling discipline, applying the rules, and managing students' interruptions and conflicts. Some examples of the statements were 'Because I would feel guilty not doing it' and 'Because it is important for me to carry out this task.' Teachers then used a Likert Scale to determine how much the statements corresponded to them based on the two dimensions of the WTMST. The WTMST was beneficial to determine self-determined motivation of the two dimensions of teaching and classroom management based on how valued these tasks are integrated into the teachers. But it is a limitation it does not explain how the BPNs correlate to the teacher's self-determined motivation. Thus, it was necessary and useful to add interviews to capture the BPNs.

The interview questions were focused more on the BPN aspect of the SDT. The questions for the interview were subdivided into each of the BPNs. Examples of questions asked for

relatedness were ‘What aspects of the relational dynamics (students, colleagues, administration, parents, & staff) do you feel most satisfied currently? Why?’ as well as ‘How do you handle those challenging aspects of relationships currently?’ Similar worded questions were used for the other two BPNs, competence and autonomy. This allowed to observe the themes of how the BPNs correspond to the two groups: autonomous motivated teachers and the controlled motivated teachers based on their scores on the WTMST. One task or aspect that was tried to observe was if the profiles could be anonymously ordered to compare to the profiles in the order of how they scored. This allowed to not only observe a complex pattern between the two motivation groups, but it also exposed the deviant cases. Therefore, the deviant cases found in the comparison will be discussed as they did not follow the observed pattern between the groups. In summary, the idea of anchoring the analysis based in the quantitative data and then elaborate it with the qualitative data. Codes are in Appendix G. This will provide the basis of the major themes found during the analysis.

Participant Profiles: Autonomously motivated veteran teachers had more ties between all three Basic Psychological Needs with some variance.

When observing patterns of the participant profiles, the autonomous group had more ties or codes connecting each of the three BPNs. Forty-three percent or 6 out of 14 of the profiles had linkage between relatedness and competence, relatedness and autonomy, and finally competence and autonomy (See Appendix F). This is compared to the 17% or 1 out of 6 who had a similar profile pattern. The rest of the autonomous group had ties between competence and autonomy through relatedness with 50% or 7 out of 14 and one profile was the exception to either pattern.

The outliers will be discussed in a later section. Demographic information of the interview participants is in Appendix E.

Shelly (A) is an example of a profile whose all BPNs were identified as being intertwined. The connection between her relatedness with her students and her competence was intertwined when she stated,

Connecting to them [students-relatedness] on a technological level, even though I consider myself pretty tech savvy [competence] and I enjoy learning stuff about technology and, and um, and probably one of the, one, one of the few teachers who use technology as much as who use it often in the classroom. So many teachers don't because their too scared. Um, I'm not too scared, but I got to say that's where I'm definitely least confident [value aspect].

Shelly (A) used her competence to learn new skills, such as new technology, to relate to the students and allow belongingness to occur between her and her students in the learning environment. On the topic of autonomy, Shelly (A) explained,

My autonomy I think is, has always been there. ... I think just in the way that different administrations, ... relay that information to you makes one believe they don't have that autonomy when, when really you do [relatedness]... you have got autonomy or um, just as by virtue of your position [value].

Shelly(A) acknowledged her autonomy perception does not change based on the administrator(s). She has autonomy because of her profession, a teacher. She also explained, "So now I have a little more confidence [competence] about decisions [autonomy] that I can make as

an employee. But again, it's just, it's not that I could never make those decisions before.” This quote connects her competence and autonomy. As she has grown and developed as a teacher, her experience provided growth in her competence in the classroom but also in autonomy or making decisions within the profession.

Donna (A) had all BPNs identified as intertwined like Shelly. When Donna (A) discussed a challenge with cell phones that she had in her classrooms, she stated,

I'm going to say my biggest [value] challenge is cell phones. Um, because I don't want to collect them. I don't want to be responsible for them [autonomy]...And I think they need to learn how to manage them. They're going to have to learn how to manage them. So, um, I think at the beginning they're really good about not doing it. And then as they get more and more comfortable with you, cause they build a rapport [relatedness], they feel a little bit more lax and I have to get on them a little bit more and I don't like that. And I... I even told them if I continue to have to, we'll go to no cell phones [competence and autonomy] and that's opened their eyes a little bit.

In Donna's (A) classroom, students were allowed to have cell phones due to her choice or autonomy since cell phones do provide some utility in the classroom. However, even with this policy, the students improperly use them, such as play games or text friends, in class because of their relatedness to her. However, she shows her competence in classroom management by establishing her rules and the autonomy if she must change her policy for her classroom based on the behavior on her students.

For both Donna and Shelly (both A) and four other autonomously motivated veteran teachers, have all BPNs identified as intertwined or interrelated. Even though the interview questions were divided based on each of the BPNs, it was observed through the analysis that the autonomous teachers were connecting all BPNs in two distinct patterns (connecting through relatedness, discussed in research question 2 or all three interconnecting) even when discussing or asked specifically about only one BPN. Donna and Shelly (both A) provide examples of the autonomous teachers discussing the value aspect of the BPNs whether it was a challenge or a strength. Similar to Slemp, Field, and Cho's (2020) meta-analysis study of autonomous and controlled motivation of teachers, the finding was that there is a variance among the BPNs competence and autonomy; however, a greater variance when it came to tenure of the teachers. The results of the meta-analysis observed that the correlation between competence and autonomous teacher motivation had a significant decrease which suggested this need wasn't as prominent to older teacher comparative to younger teachers (Slemp et al., 2020, p. 15). They also concluded that older teachers were more motivated by intrinsic motivation by internal factor or values such as "learning, growth, and enjoyment" (Slemp et al., 2020, p.15). This study provides a beginning understanding of the nuances of how BPNs interplay in those teachers who are autonomous motivation but also a need to understand the more misunderstood nuances of the interplay of the BPNs of controlled motivated teachers (Slemp et al., 2020). Therefore, while autonomously motivated veteran teachers have their BPNs met, this study observed more autonomously motivated teachers have more ties or interlinked BPNs together and a value component either within each one or overall, at play too.

RQ 3: Are there differences between the autonomous motivated and the controlled motivated groups in their basic psychological needs satisfaction? If so, how?

Discussed in Chapter 2, competence “concerns the feeling of mastery, a sense that one can succeed and grow” (Ryan & Deci, 2020, p. 1). During the interviews the teachers were asked what their most confident aspect in their teaching was and why. Then they were asked what their least confident aspect in their teaching was and why. The last question they were asked was how they handled challenges that impact their confidence currently. The responses were coded, and the following themes were observed.

3.1 Competence Themes

3.1a. Almost all veteran teachers in both groups were most competent in their teaching skills. Ninety-five percent of the veteran teachers interviewed, or 19 out of 20, mentioned they were confident in one or more specific teaching skill(s) or generally mention teaching skills such as pedagogy, specific subject content, closure, and classroom management strategies. Teaching skills are any strategies used to ensure engaging learning was taking place and ensuring a safe, secure learning environment for students. Shelly (A)¹ stated, “I’m pretty good at pacing my students, um, after I figure out where they are” as well as “my assessment of students and in my ability to teach and to differentiate for different kids...that’s my, my biggest strength.” Shelly used different teaching skills each day in the classroom. Tammy (A) felt the same when she said, “just being able to, um, know what my students are struggling with and how to help them.” For Lisa (A), she mentioned “my pedagogy is fantastic. I think my drive is

fantastic and my actual wealth of knowledge and experience, I feel really confident in those things.”

These types of confidence in their teaching skills were not only expressed by autonomously motivated teachers, but also the controlled motivated veteran teachers. For Matt (C), he described students learned best with hands-on learning and feels that “whether it be a lab activity you last simulation. Just because kids learn, like doing as opposed to being told and reading.” Rachelle (C) said, “I feel pretty good that they're engaged and they're, you know, learning and they're doing what they're supposed to be doing.” Furthermore, Robert (C) felt confident in “leading by example and you know, demonstrating skills that they need to do ... to accomplish great things.” Carrie (C) knows the areas where she is competence in because “students always come back to me and say, you know, my college English classes were so easy because of what you did.” Therefore, Carrie felt confident in “communicating..., the expectations of..., what they're going to face in college and preparing them for that. Maybe even over preparing them for that.” For all but one veteran teacher, Donna (A), they were confident in the skills related to teaching in the classroom with students. I will discuss the deviant case separately later in this section.

3.1b. Autonomous group attributed their competence to internal characteristics compared to the controlled group who did not attribute their competence to an internal characteristic. The autonomous group had 5 out 14, or 36%, compared to 1 out of 6, or 17%. in the controlled group that attributed their competence to internal characteristics – sometimes controllable factors and other times uncontrollable factors. Lisa (A) stated, “I think my drive is

fantastic and my actual wealth of knowledge and experience, um, I feel really confident in those things.” She attributed her success to her drive, knowledge, and experiences, all of which are internal characteristics. She continued that her variety of teaching experiences are valuable in the classroom as she explained,

I've had a lot of, um, life experiences able and I've had educational experiences, um, having taught and learned everywhere from pre-K up through, um, uh, doctoral students. So, I think all of those give me my experience I think is probably the best thing that I bring, both in and out of the classroom.

Lisa (A) made the choice to obtain a doctorate in education which provided her various teaching experiences. Lisa attributed these choices she made, which are internal and controllable, to build her competence in the classroom. When Michelle (A) discussed where she felt most competent, she said, “communication skills with my kids. Um, my heart for caring because I do work with the lower reading kids.” She related her competence to an internal characteristic of caring heart and communication skills. She also mentioned she was “happy with where I'm teaching kids right now.” She as well as Lisa (A) connected their competence in teaching not only to a specific or general teaching skill, but they also attached it to an internal characteristic they attribute to their competence. Dawn (A) attributed her competence to “organization, I'm very organized and um, have a routine” For Dawn, Lisa, and Michelle (all A) were examples of autonomous teachers attaching an internal attribute to their competence in teaching.

The controlled group did not attribute their most competent skill teaching except for one teacher, Denise (C). Denise attributed the internal characteristics of punctuality and organization to herself. Denise stated,

Organization is really strong, uh, with me. Um, I'm a little bit OCD, I will admit. And so because of that I like things organized. I like to have all my ducks in a row. Um, I'm a little bit of a perfectionist. I hate to say that, but I am. And uh, the cause of that, I really stay on top of things.

She also mentioned, “My punctuality, you know, if I get something, I'm really pretty good about getting, getting it taken care of.” Denise (C), like Dawn (A), attribute organization as an internal attribute for their competence.

3.1c. Teachers with controlled motivation mentioned more a specific teaching aspect as their least competent area compared to autonomous group who mentioned more indirect teaching skills such as technology, paperwork, and grading. When discussing what they were least confident in their teaching, 67%, or 4 out of 6, of the controlled teachers mentioned a specific area of teaching compared to 14%, or 2 out of 14, of the autonomous group. Robert (C) said, “sometimes straying from the subject” was what he is least competent in teacher. While Robert tends to go off topic, Denise (C) claimed “I'm not a huge math person. I like math. Okay. But it's not my strong point. I mean, don't take me above third grade, that's not my thing.” However, Rachelle and Matt (Both C) agreed that keeping up with Individualized Education

Plans or IEPs for those students with learning disabilities is a teaching aspect they have not felt least competent. Rachelle explained,

I struggle with our, um, students with, um, on IEP with needs. Um, and it's not that I don't try to, you know, meet those needs and help them, but when my class sizes are the size that they are, it's really hard to meet the needs of them as well as the other students. So I think that's an area I really, really, I need help in. And I think across the board in schools, I think need to do a better job.

Matt (C) shared the sentiments as Rachelle (C) stating,

we have a very high number of kids on IEP and it's just hard to keep track of them all and they're all there and adaptations, all, we have a fairly good ratio of special ed teachers, but they don't really come down and help in the class. So it's really hard sometimes to be able to recall hopefully what each individual kid situation is.

For the controlled motivated teachers interviewed, majority struggles with a certain aspect of teaching in the classroom even though the controlled group overall expressed that they are most satisfied with teaching another skill or general teaching skill overall.

Among autonomous controlled teachers, Jamie and Dawn (both A) did mention a specific teaching strategy that they were least competent and deviated from the autonomous motivated group who mostly mentioned indirect teaching strategies such as technology, paperwork, and grading. Jamie stated.

I'm having right now is struggling with math and I really like all the STEM stuff and I, I have done several math, science integration things, but I would really like to know more of a little bit more about the, you know, the engineering part.

Jamie (A) realized because of a student who was interested in STEM like problem solving, she needed to bring that into the classroom, but her competence was not where she wanted it. Dawn (A) mentioned closure at the end of class was her least competent area. Dawn explained,

My closure because a lot of times towards the end of class, like the last 10 minutes after I'd done my lesson and it's kind of work time. I do touch base with each table kind of individually as I'm walking around, but I don't really have an okay class. Do you remember like these three items? I do sometimes, but I don't feel like I am good at closure.

As such, Jamie and Dawn (Both A) had specific teaching skills they felt needed improvement.

Seventy-nine percent of the autonomous group teachers, or 11 out of 14, mentioned being least competent in skills indirectly related to teaching such as grading and technology. Four teachers mentioned technology as their least competence. For Dean (A) just stated, "aspects of teaching, I feel least confident with, uh, application of technology." Susan (A) explained, "I get nervous and scared that things are going to flop because even when you know what you're doing, sometimes technology flops on you." Shelly (A) described that there is:

trend now is towards technology. What are you going to do to connect with these kids, um, with technology? And the irony of that is that, you know, just because kids are

playing with technology and it's like a major part of their life doesn't mean you can't engage them with something that's not technology.

Steven (A) also mentioned technology and having to “new technology” and said, “new things as they come, come at you and down the road. I got I think one more year to go and then I'll be done.” Steven, while adapting and learning about the new technology, he also looks forward to retiring so it will be the end of learning about it. Only one controlled teacher, Jennifer mentioned technology as her least competent stating, “I don't always feel competent to um, add as many new technology pieces to my classroom.”

Three autonomous motivated teachers mentioned paperwork such as grading and filling out forms for purchases or field trips as another least competence discussed. Sarah (A), a choir teacher, mentioned paperwork as her least competence because of “the detail stuff of how.... did I order a bus for that contest. I can't remember if I did or not or things like that. I just, all those little details hate that stuff.” Diane (A) said paperwork too when she explained,

Paperwork. Uh, I am a procrastinator and I'm not talking about a moderate procrastinator. I'm a late procrastinator. Uh, it just, it's, Oh my goodness. I wish I could be one of those people that just gets everything done right away, but it's, I don't think it's in my DNA.

Amanda (A) provided a reasoning of struggling with paperwork particularly grading student work because “I struggle sometimes with the fact that we have so many kids and you know, we have so many troubled kids.” She felt that the number of students in her class has increased over

time, and many have trauma in their background, so she gets behind on grading and spends more time dealing with various behavior issues.

3.1d. The autonomous group had more teachers mention handling competence challenges with their reflective strategies and focusing on students while the controlled group mentioned continued learning. When the teachers were asked how they handled competence challenges, 50%, or 7 out of 15, autonomous teachers mentioned handling competence challenges by their reflective strategies compared to 67%, or 4 out of 6, controlled teachers who mentioned continued learning. Other ways mentioned by both groups were self-care, growth, and experience on the job. Martinez et al. (2021) defined self-care as “the ability to care for oneself through awareness, self-control, and self-reliance in order to achieve, maintain, or promote optimal health and well-being” (Conclusion, para. 1). However, 29%, or 4 out of 14, autonomous teachers mentioned focusing on students compared to controlled motivated teachers who did not mention this strategy.

The autonomous group used more of their reflective strategies to handle challenges such as be flexible, be open to new experiences, be reflective and be on top of things or just do it type of attitudes. Jamie (A) said she must be “flexible enough to bend and change with the group” and to be “open to new things.” Donna (A) said, “You still do what needs to be done and you just kind of take it in stride.” Some autonomous teachers also reflect on past successes to develop reflective strategies. Lisa (A) described what she said to herself during one challenge to competence by saying,

I basically told myself, hey, I'm good at the other things that I teach. Why wouldn't I be good at this? And, and, and I think starting off with that attitude kept, kept my confidence up so that it didn't ever have to falter.

Tammy (A) similarly said, "I'm like, okay, you've dealt with a similar situation. Here's how you handled it." Diane (A) took this further by reflecting on what works best for her when she explained,

I'm going to school and because I'm a wife with two busy young men, uh, I have a planner. Um, so I have to write everything down and to learn that my best time of day is from five to seven, seven 30. That's my most effective time early in the morning when no one else is up and I get most of my work done and so I pace it out so I can put as much in the mornings as possible.

Sarah (A) has also learned to do all the paperwork she had to do at once. She said, "I do that now too with Pos [Purchase Orders] and all that kind of stuff. Like I know I'm going to spend money with these 19 vendors next year, so let's just go ahead and do it all at once." Amanda (A) stated, "I've gotten to where when I'm looking at an assignment, I'm thinking I plan when we're going to grade it together and we graded in class together." For each of these autonomous teachers, they had to look in reflective strategies to solve challenges with their competence challenges.

The autonomous motivated teachers mentioned other strategies to handle competence challenges that were not mentioned by controlled motivated teachers. Twenty nine percent, or 4 out of 14 of the autonomous group mentioned focus on students as a strategy. Lisa (A) uses her

students to help with competence challenges by seeking out feedback from “students and I’ll ask them, hey guys, you know, was this a, was this a decent lesson? What’s, you guys have to give me feedback” when she feels like she is not doing her best. Lisa (A) even stated, “I’m looking more towards my student feedback than administrator now.” Cindy (A) also wants student feedback to handle competence challenges when she stated,

And so, I think to keep my confidence, I’ve learned to just enlist the kids sometimes to say, well, that didn’t work, so what is Mrs. [Cindy] do wrong and let’s be nice, but let’s figure it out. And then it helps me just feel more confident that when they do something in the future, it just helps maintain that confidence that if it doesn’t work, so what? We’ll figure it out.

Michelle (A) uses students in a different way to handle her competence by “putting it [learning] back on them and showing them that I care.” Michelle realized she must “really stressed with them cause we’re talking about mindset in my room. It’s their mindset to really want to learn. I can’t change that mindset.” Michelle (A) uses student ownership of their learning to keep that stress of feeling like she is the only one responsible for their learning occurring. She recognizes that learning is not just what the teacher does, but it is a ‘two-way street.’ The students have a role in learning and Michelle (A) provides the environment to allow the students to take that ownership of their learning. When she sees them take that ownership using the strategies, it fuels her competence to continue her own learning and growth. For these autonomous motivated teachers, their students are considered as a source to utilize to build their competence.

Sixty-seven percent, or 4 out of 6, of the controlled motivated teachers used learning in general to deal with competence challenges compared to 29%, or 4 out of 14, of the autonomous motivated teachers, which is not specifically student focused. Carrie (C) explained, “I’ve never stopped learning how to deal with different things.” Jennifer explained, “I think I have to do a lot of self-education. I cannot sit around and wait for my school to decide to provide those opportunities for me. I have to seek a lot of that out on my own.” Denise (C) described her learning as follows,

I do lots of PDs for math, huge amount of PDs for math. I've gone to seminars and workshops and read books and everything cause I do want to stay up on the latest research and knowledge and everything. So, I do my job...that is my job to stay on top of that.

This learning does not have to be district required or formal as Rachelle (C) said, “our special ed teacher and his para. I talked to him quite a bit and get ideas and suggestions from him and help from him.” Learning can come from informal experiences within the school building. For the controlled motivated teachers, learning was the most mentioned way they handled competence challenges, while more autonomous motivated teachers relied more on their reflective strategies.

Twenty-nine percent, or 4 out of 14, of the autonomous and 50 %, or 3 out of 6, of the controlled motivated groups also mentioned growth and experience from being on the job has helped in handling competence challenges. Shelly (A) stated,

my confidence is definitely like to say like my decision making in regards to grading practices, discipline practices. I guess those two most of particular my confidence in those has definitely gone up, as a result of my profession.

Shelly (A) has become more competence through her profession of more than 20 years. As she continued, she grew more competent as she continued with the teaching profession. Sarah (A) explained that her experience has given her the knowledge that “just knowing that I can stand in front of a group of kids and say, I've been doing this longer than you've been alive so you can trust me. Don't worry about it. I've got it.” Dawn (A) also said, “I know I've been teaching it for a long time, and I feel confident in the content I need to give them and what they need to know, what the standards and, and all that.” Steven (A), autonomous teacher, said, “The longer you teach, I just think you feel like have more control of what you do and discipline wise, all that other stuff.”

The controlled motivated teachers also mentioned similar growth and experience on the job to handle competence challenges. Carrie (C) said, “I've had enough experience or, and I'm still gaining experience” and further explained, “But year after year I become just a, you know, a little bit more confident in what I'm doing just because of the experience.” Robert (C) described that through experience you gather more into your “bag of tricks is better the older you get and you kind of understand kids better, how to handle, whether it be discipline or just pacing of the class.” While this growth and experience for these controlled teachers was in the classroom, Jennifer (C) said,

I think more than having my own kids has changed the kind of teacher that I am because now I kind of see things from the perspective of how would I want to teach her to treat my children, what expectations do I have from a teacher for my children. Um, and so that has kinda changed the, the sort of teacher that I am.

Jennifer (C) described being a parent has given her more confidence in the classroom as she related more to what the parents observe and what they want for their children and in their child's teacher at school.

Self-care was mentioned by 21%, or 3 out of 14, of the autonomous motivated group and 17 %, or 1 out of 6, controlled motivated groups. Susan (A) spoke most about self-care provided several strategies she handled competence challenges. Susan (A) said "It's like right now, buy chocolate. Those are good things for me" and "sometimes just taking that moment to just, ah, peacefulness, you know, that can help you feel less overwhelmed." Susan (A) also mentioned "Talking to someone and just kind of venting and getting it out helps." Talking to someone was mentioned by several other autonomous teachers as well as one controlled motivated teacher. Carrie (C) simply stated, "I talked to people about it ." Amanda (A) talks to her husband, a retired teacher, and explained "he's helped me just so I guess how I'd say I'm more thoughtful and more patient than my youth." For Donna (A), her family is her support system to handle competence challenges. Donna explained,

I have a really strong family support with my mom and my husband and there if I, if I'm feeling bad because somebody has been negative towards what I'm doing, they always

tell me I know best and that I'm better than that person and you know, they kind of build my confidence back up.

Amanda and Tammy (Both A) have found family support to help with the competence challenges they faced. But, for both autonomous and controlled group, self-care whether it was taking a moment or talking with someone was a way they handled competence challenges.

3.1 Summary on Competence. The present study focused on veteran teachers who have taught more than 20 years in the classroom. As discussed previously, most of the veteran teachers, both autonomous or controlled motivated, indicated they were most competent in their teaching skills, either general teaching or in a specific area of teaching. However, the autonomous motivated group attributed their competence to an internal characteristic while the controlled group did not attribute it to an internal attribute.

Regardless of whether these veteran teachers were autonomously motivated or controlled motivated, they had strategies to handle competence challenges. However, the autonomous overall mentioned several more strategies meaning when each strategy was counted, the autonomous group mentioned seven main types of strategies such as learning, mindset or internal, and self-care while the five main types of strategies, learning or specific teaching strategy, which most overlap with the autonomous. But one autonomous teacher did not state a teaching skill or an attribute she possessed that made her competent. Plus, her strategies for dealing with the challenges were different due to the type of veteran teacher she was, a severe

and profound self-contained special education teacher. Her story will be explored in the next section.

3.1 Deviant Case: Donna (A). Donna (A) was a special education teacher in a contained classroom with her severe and profound students with disabilities. When she was asked what she was most competent in she replied, “patience, ...with everyone. Not just the students, but just having that patience, taking that deep breath before you react.” This was a different response compared to the others because the other veteran teachers with autonomous motivation first replied with a teaching skill and contributed that skill to internal characteristics. For Donna, patience was a skill set that was developed over time, a controllable attribute. While the rationale of why she said this as her most competence skill may be contributed to the nature of the type of teacher she was: a teacher who teaches students with severe and profound disabilities. Donna’s students are ones with intellectual and physical disabilities so severe that they must have complete supervision and/or 24-hour support (Saad & ElAdl, 2019). Therefore, she spends her day with these students year after year until they graduate high school. Consequently, she has developed relatedness with the families of these students as well. This relatedness, which she said “passion” has led her to pursue more education, a master’s degree and contemplating a PhD which has built her competence to provide a better environment for her students. She has also handled her competence challenges by becoming more active in professional organizations dealing with severe and profound students with disabilities. She stated,

I think my advocacy has gotten stronger. Um, as I had learned more completing my masters and getting involved in some leadership roles in professional organizations. So, I think my advocacy is stronger, so I'm not afraid to speak up for what my students need.

From these professional organizations, she has a strong network of like-minded educators when she explained,

I've been able to network and attend more conferences and when you're at conferences you find out that you're not alone, that it's not just your school or your district or your state. It's everywhere. Especially when dealing with this population of students. So that's made me feel better. I've had people I've presented at conferences, and I've had people thank me afterwards for my you know knowledge from my years of experience. I never feel like I'm really saying anything major, but they take it, they take something away from it. So, I think that's helped me grow my confidence and my advocacy.

Along with her networking, she also described her family support that understood her passion and the toll it can take on family time. She continued,

I have a really strong family support with my mom and my husband and there if I, if I'm feeling bad because somebody has been negative towards what I'm doing, they always tell me I know best and that I'm better than that person and you know, they kind of build my confidence back up.

Donna has found ways to handle the stresses to her competence as a severe and profound special education teacher by finding outside network of like-minded professionals, continued education, advocacy for her students, and an understanding family.

For this study, Donna was a deviant case as she felt most competent in patience. Those who stated an attribute or internal characteristic as something they already possessed, Donna (A) had to develop that skill over her career. Also, her strategies used to deal with the challenges to her competence where more unique to her situation, a self-contained severe and profound special education teacher. She has found her competence building network not within the school building but outside throughout the state and even the nation by being active in professional organizations. The other source of competence building for her was her understanding and supportive family. They understand her passion and support her decisions she has made for her students who faces multiple physical and mental challenges, and their futures are not typical as the other teachers in the study. Her students will not go to college, have families, or typical occupations general education students pursue. Her students will continue to need 24-hour supervision and care. She has become a major advocate not only for herself but, more importantly, for her students and their families.

3.2 Autonomy Themes

Ryan and Deci (2020) described autonomy as “a sense of initiative and ownership in one’s actions” (p.1). The veteran teacher participants were asked in the interview, ‘In what situations currently do you think you have more opportunities to make decisions or choices in your teaching?’, ‘In what situations currently do you think you have less opportunities to make

decisions or choices in your teaching?', and 'How do you currently handle those challenges of not being able to control or make choices in your teaching?' The transcripts were coded, and the following themes were observed.

3.2a. Both autonomous and control groups felt autonomous in the classroom. But some autonomous teachers felt they did not have autonomy in district choice of curriculum or resources. Ninety-three percent, or 13 out of 14, of the veteran teachers in both the autonomous motivated group and 100%, or 6 out of 6, of the controlled motivated group felt autonomy in their classroom with the guidance of the state mandated standards for what specific content to teach. Dawn (A), an autonomous motivated teacher, said "as long as you're following the pacing guide and the standards, you can kind of go with teaching how you want." Diane (A), also an autonomous teacher, similarly said, "I can go with those standards, but I can teach them the way I want to." Carrie (C), a controlled motivated teacher explained, "as long as I follow the standards I have, you know, I have a great deal of freedom in making choices for my classroom." Denise (C), a controlled motivated teacher, explained,

I mean, they gave me the skeleton that their bones, they give me the guidance as far as the resources and things that I need, but how I deliver that and what that looks like in my classroom, they allow me to do it.

For these teachers, their autonomy was not hindered by the state mandated standards. Instead, they only stated it in passing but the focus was they had full autonomy of how to teach it the best way for their students.

For some of our teachers, they felt autonomy not only in their classroom but in some districts, teachers' voices are heard. For example, Michelle (A), an autonomous motivated teacher, mentioned, "We've started a new, uh, online program of, uh, I- station and, um, I've been able to give a lot of feedback on how it's working at our school and what kids is working with." Shelly (A) explained,

to me that's [curriculum decisions] not a big thing... I guess because those decisions that have always been made with teacher input in every district I've been to and so I can always see the value in the way that they have it, have that policy for that district. It's never been done without a teacher, without teacher input. In fact, it's usually the teachers decide, not the administration, not the district. Teachers who decide and then the district implements what the teachers have decided on it.

Even though she may not have been the one who made the actual decisions, she felt the teachers who were on the committee making the decisions represented her. Therefore, her autonomy was intact. Carrie (C), a controlled teacher, felt her voice was heard in her subject area department because "I'm the head of my department... I really make decisions, you know, pretty much all the decisions." Carrie, as a department head, is at all the meetings with administration and uses her voice to represent what is best for the other teachers. A few teachers mentioned they were the only ones teaching a certain subject like a foreign language at the school or even in the school district which provided them more autonomy in their teaching. Lisa. stated, "I'm very lucky, um, because I am the only foreign language teacher at the entire, um, in the entire school," so "I have a lot of autonomy." Being the only foreign language teacher provides her the opportunity to

make decisions about how to teach the curriculum solely on her. Shelly explained how her perception of autonomy has changed for her as a teacher. She explained,

I think my perspective on...what decisions I can and cannot make, my perception used to be that I, I couldn't make that decision..., but that's not true at all. It was, my perception of that has changed. I've always been able to make certain decisions and not make other decisions.

Shelly, over time, realized there are situations where you have choices and can make decisions (i.e., how you teach, supplemental resources) while there are other situations where you don't (i.e., state mandated guidelines on content, state mandated testing). However, not all districts allow for teachers to collaborate when making district decisions.

While overall the autonomous and controlled group felt autonomy teaching in their classrooms, four teachers mentioned they felt least autonomous in teacher voice in decisions. Donna (A) explained, "I don't get a lot of say in curriculum. We pretty much have to go with whatever the district decides." Susan (A) has the same concern stating "Well, right now our district is adopting curriculum that has these lovely scripts for the teachers to read "and "If I don't do them then my kids may suffer the next year when the teacher is building on So that's definitely restrictive." Diane (A), an autonomous special education teacher shares, "making sure the resources are fair. And, and in my area, special ed. Um, I would say less choice there." Diane (A) went on to say not only does she not have a voice in the resources, but "Students doesn't have, has a strong voice. than general educators do." For some autonomous teachers felt their

voices were not heard in the decision of curriculum and resources that will be used in their classrooms but had autonomy on how to present the content in the classroom.

Teachers interviewed for this study felt most autonomy in choosing how to present the state mandated content in their classroom they see best for their students. However, some did have certain areas where they felt least autonomous which was at the district level concerning the choice of curriculum or resources available to the teachers to use. Yet almost 95%, or 19 out of the 20, felt autonomous in their teaching within the classroom except for one, Dean (A), who did not feel he had autonomy in their teaching. I will explain the deviant case at the end of this section.

3.2b. The controlled motivated teacher seemed to handle autonomy challenges with a ‘go with the flow’ type of mentality while the autonomous groups mentioned variety of ways to handle autonomy challenges. When observing the different ways veteran teachers handled autonomy challenges, the only one mentioned the most was the ‘go with the flow’ and adapt was mentioned three times from the controlled group and once by an autonomous teacher. When Robert (C), a controlled motivated band director, was discussing how state testing interrupts practice time for competitions, he stated, “It's required stuff. So, I used to not getting upset about it, just let it happen.” Matt (C), also a controlled teacher, said, “I just realized I'm going to go with the flow.” Carrie (C), a controlled motivated teacher, adapts when she wants to show a movie of a book but it isn't school appropriate when she said,

we finished reading Frankenstein and there's a great Frankenstein movie with Robert dinero, which is right at our, and, but instead I show the one that, that the hallmark

channel made. And, you know, we discussed the differences between the book and the movie and go on with it.

However, only one autonomous teacher mentioned this 'go with the flow' mentality.

Steven (A), an autonomous motivated teacher, had the same attitude as he explained,

you just have to adapt. So yeah, I pretty much have done that my whole career. Um, you know, if I have to do this or that or learn something, I, you know, do training or whatever, I do it.

No other autonomous teacher had this type of mentality to deal with autonomy challenges. For half of the controlled motivated veteran teachers, the 'go with the flow and adapt' attitude was the strategy used to help deal with autonomy challenges.

Another strategy mentioned by both groups but not by a high margin was 'It's part of the job'. The strategy of 'It's part of your job' was mentioned by two autonomous motivated teachers and one controlled motivated teacher. For Denise (C), a controlled motivated teacher, explained,

I just look at it as, I'm not in control of that. That's part of my job, that we're required to do that. And there are certain things you're required to do that you have to do and that's one of them. So, I get to choose how I'm going to present those skills and lessons and I'm trying to make it as interesting and fun as possible without it just being dry.

Lisa (A), an autonomous motivated teacher, when referring to her teaching schedule, said, "it's the terms of the job they hired me knowing that my schedule was going to be bizarre. ... it's not such a big deal." Steven (A), also an autonomous motivated teacher, said, "it's my job to stay in, you know, to learn new things." For Steven (A), Lisa (A), and Denise (C), knowing in advance

there were certain requirements that they had no control over and accepted that willingly helped them deal with what others may felt was detrimental to their autonomy.

The last strategy mentioned more than once was ‘be an advocate for you and your students.’ There are times when a few veteran teachers felt they needed to be an advocate and be part of the change, especially when it came to their students. For Tammy (A), an autonomous special education teacher, when describing what she does when her students are left out of a program or activity, explained,

I go knock on the door and then sit down and say, hey, you realize we were forgotten.

You realized, you know, you know, our kids need to be able to participate in this or they have these needs. And that's pretty much how I handle it. Graciously.

For Shelly (A), an autonomous veteran teacher, she advocated for herself when her administration was wanting her to explain why she failed a student. She said, “I expressed, I expressed it quite loudly... do you realize how ridiculous this is? Um, for teachers like myself and other teachers in our school to have to explain ourselves.” She understood if it was “half of my kids were failing or, um, even 20% of my kids were failing, or even 15%, but if less than 10% of my kids are failing, um, that shouldn't be an issue.” When dealing with unexpected assemblies or activities, Matt (C), a controlled veteran teacher, said “I will occasionally mentioned that somebody, I wish I'd have known this morning” so he could have prepared changes in his lesson plans.

3.2 Autonomy Summary. The main strategies mentioned multiple times were ‘go with the flow and adapt’ mentality, ‘It is part of the job’ mentality, and ‘be an advocate for yourself

and your students.’ However, there were differences between the autonomous and controlled motivated teachers. Controlled teachers had more teachers mention the ‘go with the flow’ type of mentality. Autonomous teachers did mention a few strategies similar to each other as well as control but mentioned a variety of strategies comparative to the controlled group, Raemdock et al. (2022) studied a sample of Dutch teaching staff which compared three age groups: young (less than 35 years old), middle aged (35-50 years old), and older (greater than 50 years old) to investigate the role of age, self-directed learning orientation, and job characteristics for employment. Raemdock et al. (2022) found that autonomy scored significantly lower in younger teachers than middle aged or older teaching staff (p.511). Therefore, the more experienced teachers felt more autonomy in their profession compared to the younger age group. This finding aligns with the finding of the present study as 95% of the veteran teachers interviewed felt they had autonomy in their classroom teaching. Except for Dean (A) who basically said he did not feel autonomous in any area of his profession. He is a deviant case because all teachers, whether autonomous motivated or controlled motivated, felt autonomy in some area in their profession of teaching. Dean (A) was not able to answer that question because he spoke more about his lack of autonomy. His story is explained in the next section.

3.2 Deviant Case for Autonomy: Dean (A). Dean (A), an autonomous motivated teacher, was an outlier for autonomy because he indicated he did not feel he had autonomy. He explained,

I don't feel like I have as much freedom to do what I want to do now as I did 20 and 30 years ago. I, I feel that I am watched more closely, uh, the, what we have to use as a

guide. For example, the Marzano teaching, you know, styles, you know, were that I have to teach using those aspects.

Dean is referring to the new evaluation system teachers are used to be evaluated by their supervising principal. The new evaluation system has certain teaching strategies that evaluating principals must see in the classroom. Dean continued,

I feel boxed in some of the time because I know, what I need to do, I know how to do it. But sometimes, uh, administrators, they know, no, we don't want you to do it this way. You need to do it that way. And sometimes I explain that, well, I think I know what I'm doing, but, um, you know, there's, in other words, I, I feel like I'm micromanaged a lot more than I used to be when I was teaching.

Because of these new evaluation systems, he feels he must teach in a specific way rather than the way he feels best for his students. For him, the discrepancy between what he feels is best for his teaching and his students and this new evaluative system has caused him to resign his position at the end of the year. He explained,

I don't handle it as well as maybe I should. Uh, because after teaching over 40 years, I am a little stubborn in my ways and to be told no or be told, uh, you know, especially by people that don't have a lot of, um, expertise in my area. Uh, it can be, it can be quite frustrating to me.

For Dean, his lack of autonomy has caused him to resign from his current teaching position at the end of the year he was interviewed. It is not known whether he remained retired or accepted another teaching position.

3.3 Relatedness Themes

To understand the differences between the autonomous group and the controlled group, the codes corresponding to relatedness interview questions were analyzed to determine the major themes with understanding veteran teacher motivation and the basic psychological needs. The questions during the interview were ‘What aspects of the relational dynamics (students, colleagues, administration, parents, and staff) do you feel most satisfied currently? Why,’ ‘What aspects of the relational dynamics (students, colleagues, administration, parents, and staff) do you feel least satisfied currently?’ and ‘How do you handle those challenging aspects of relationships currently?’ The codes related to these questions were categorized and then compared to find the themes. The following are the major themes concerning the relatedness aspect of veteran teacher motivation: autonomous vs. controlled motivation.

3.3a: Based on the percentage of teachers, both groups mentioned they were most satisfied with student relatedness. However, autonomous group had more internalized reasonings compared to the controlled group. When looking at the data from the individual’s response to the interview question concerning most or least satisfied in relatedness as a case (unit of analysis), 79% or 11 out of 14, of autonomous motivated teachers and 67% or 4 out 6, of the controlled motivated teachers mentioned they were currently most satisfied with student relatedness. For example, Susan (A) stated, “The kids, of course. I teach kindergarten and kindergarteners are just wonderful little human beings”. Similarly, Jennifer (C) “I think one of the [inaudible] things I appreciate the most about my relationship with [inaudible] students.” Continuing the next most mentioned by the autonomous group were colleagues at 29% or 4 out

of 14, parents at 21% or 3 out of 14, and then the administration and paraprofessionals at 7% or 1 out of 14. Jamie (A) described her colleagues as “good group. You know, I have a good tribe” while Michelle (A) described them as her “cheerleaders” that can “cheer each other on.” For a few of the autonomous motivated teachers they had connections to parents that happens when teachers remain in the same district for a whole career or teach in their hometown. Jamie (A) stated she has a good relatedness with parents because she had them as students which they have a “familiarity with me and I have the familiarity with them.” Therefore, she continued “it really helps when you, when you know, you feel like the parents are supporting you, what you're supporting the parents and you're all on the same team.” For Cindy (A), she is teaching in her hometown so “a lot of their parents are people that I know from growing up” so she already has a connection with most of the parents of her students. She added that at parent-teacher conferences that her colleagues “will laugh because I always have a line down the hallway.” Donna (A) was a special education teacher for the severe and profound students. When she was asked, what relationships she was most satisfied with, she answered her the paraprofessionals she works side by side in her contained classroom. She stated,

We've worked together for a few years and so we just know each other really well and we also know our students pretty well. They know what my expectations are for the kids and they're pretty good about following that.

Donna (A) has a unique situation because she is close to her students and the parents of her students. She described,

If I have a student in the hospital, I'm probably on the phone with the parent at whatever time they call me. I'm probably at the hospital. I have sat by their side as they have turned machines off.

For the controlled group, after student relatedness, colleagues were secondly most mentioned at 50% or 3 out of 6, then administration at 33% or 2 out of 6, and lastly parents at 17% or 1 out of 6 were mentioned as currently satisfied. Carrie (C) explained she was “most satisfied it would be with my colleagues and my principal is great and she always has open communication.” Carrie also continued to describe her administrator as an “open book. So, um, and she has control. She's like, you know, the best of all worlds.” Denise (C) stated that she and her colleagues have “a really close relationship.” Denise (C) was the only controlled motivated teacher mentioning a good relationship with parents when she stated, “I felt like I had a really good relationship with my students and with my, my parents.”

For both groups mentioned student relatedness as the most satisfied. However, when asked why they were most satisfied with students, the rationales were different between the two groups. The autonomous group had more internalized reasoning for their relatedness with students while the controlled group had more externalized reasoning. When discussing her relatedness with students, Lisa (A) stated,

I have finally gotten to where I feel like I understand teenagers and they trust me as an, as a teacher, but also as an outside adult. Um, it actually *makes me really proud*.

For Lisa (A), her relatedness she has developed as well as the trust with her students has been internalized by making her proud. For SDT's OIT continuum she is more toward the intrinsic

motivation side of identified regulation or integrated regulation. When Lisa (A) stated she was “proud” of obtaining the relatedness and trust she worked hard to build and now has achieved, she had a value aspect, which connects a value component of the BPNs to the OIT as well as the Subjective Task Value aspect of the Situated Expectancy Value theory or SEVT. I will explain this connection more in chapter 5. Dawn (A) also provided an example of this connection between value of SDT’s OIT continuum and SEVT’s subject task values. When Dawn (A) described her relatedness with her students she explained, “I get a chance to kind of see the growth a lot of times *and I really enjoy that. I enjoy that.*” For Dawn (A), she is intrinsically motivated on the OIT continuum as well as within the Subjective Task Value. Dawn (A) has fully become internalized. For another autonomously motivated teacher, when Donna (A) was discussing sitting by students in the hospitals as they turned off the machines keeping the child alive, she stated, “I pretty much *eat, breathe and sleep* special ed...I've just, it's, it's *a passion.*” For Donna (A), her students are not just part of the job, it is much more: it is a passion.

In contrast, the controlled group had more externalized motivation about their relatedness with students. Robert (C) stated,

you spend six classes a day with students, that's where you had more build more relationships with them and what's the only way to be successful anyhow, to know what makes them click to make your job easier.

Even though he said he built relatedness with his students, his reasonings for having that relatedness was because of the time spent and it makes his job easier. According to the OIT continuum, Robert (C) is most likely at the external regulation and SEVT’s utility value. Another

example who stated a similar sentiment with his relatedness with students was Matt (C) when he explained, “The students ‘cause I have a daily one-on-one contact with them, and I have more of a built relationship with them than I do the others.” For Matt (C), it is more of an environmental factor why he has built this relatedness. Matt is more externally regulated on the OIT of the SDT and utility task value on the SEVT’s Subjective Task Value. Denise (C) only stated she has a “really good relationship with my students and with my, my parents.” She did not elaborate further to explain how and why she has good relationships with her students. Overall, more controlled motivated teachers had externalized motivation for their relatedness with students.

Most teachers, who had either autonomous or controlled motivated, were most satisfied with their student relatedness. However, upon further analysis, the autonomous teachers had more internalized rationales for this satisfaction compared to the controlled teachers. Teacher-student relatedness has been intensively studied in relation to students’ basic psychological needs (i.e., Marshik et al., 2017) or student achievement (i.e., Guay et al., 2019). For the interviewed teachers, students were “always been [their] focus when [he or she] went into teaching” (Dawn - A) and they “get to see a lot of satisfaction in watching them grow. Um, and I get a lot of feedback to know what direction to go.” (Diane-A). However, there are few studies about understanding how teachers’ relatedness with students impacts their motivation and well-being. One exception would be Klassen et al. (2012) study, which found that teachers’ engagement and lower level of emotional exhaustion are more correlated with their satisfaction with student relatedness. So, the more teachers were satisfied with their relatedness with students they were

more engaged in their teaching and had less emotional exhaustion. The next relatedness with teachers that will be discussed is closely associated with students' parents.

3.3b: The controlled group had the least satisfaction of parental relatedness compared to the autonomous group. Another difference observed between the groups was with parental relatedness. While parental relatedness in the autonomous was not mentioned very often positively at 21% or 3 out of 14 or negatively at 17% or 2 out of 14, 83% or 5 out of 6, of the controlled group mentioned they were least satisfied with parental relatedness. Matt and Rachelle (Both C) had similar reasons for the not being satisfied with parental relatedness. Matt (C) explained that with parents there is a “lack of engagement” and “They don't reach out.” He continued that it is:

incredibly difficult to get an address or a phone number or an email that is one. And that's really frustrating. And then like on parent teacher conference nights, uh, very little potential patients, so frustrating.

Rachelle (C) has a similar issue with parental contact as she stated, “when you try to communicate phone or whatever, a lot of times they, you can't.” She also provided a possible rationale for why this happens when she explained,

I feel that for the most part, um, their priorities are not that of mine as far as education for their children. I feel they think that it's, I want to say it like this that it's my problem, not theirs. It's my job while I'm there to, you know, do it, not theirs.

Denise (C) addressed the issue of parental contact by stating, “just getting in touch with them, um, sometimes, I mean, their phone numbers change dramatically all the time, trying to get them in for conferences.” However, she also explained,

Our school is very diverse. We have lots of different languages, lots of different ethnicity groups. And, um, I felt like some of the parents I didn't have a really good grasp with because of a language barrier.

This is an added barrier that inhibits a satisfaction with parental relatedness. However, Carrie and Jennifer (Both C) have issues with parental relatedness in terms of contact but has different perspectives. For Carrie (C), she stated,

Well, and it's not that it's not bad really, but, and it may be mostly my fault, um, but I don't have a great deal of communication with all parents. You know, I have great communication with some parents. Um, but I could definitely do more to, you know, make that happen. But, um, but some parents are, are really not reachable or have not, um, made any effort on their part either. So I'd say that, you know, even though it's not terrible, that'd be the worst.

Carrie (C) recognizes she has some responsibility in the parental relatedness aspect of teaching. She knows that communication is two-way, she is part of the issue of not being satisfied in parental relatedness. Jennifer (C), on the other hand, has parents contacting her too much. She explained,

parents contact me all the time and unfortunately at the expense of my own family, Sometimes I will stop what I'm doing with my family to answer a question from a parent, um, because I feel like that's the expectation. Um, with everybody having a cell phone now, parents have much easier access to me than they used to

For Jennifer (C), she feels obligated to answer a parent's call even when it is outside of her contracted hours. Jennifer hasn't established boundaries to protect her family time because of the expectation of what she feels expected to do as a teacher.

The autonomous group had two teachers mentioned being satisfied with their parental relatedness: Jamie and Cindy (Both A). Both teachers also had a unique situation because they already had an established relatedness with the parents. Jamie stated.

I'm to the point now that I'm starting to have children of kids, that I, you know, which is a really unique situation. But you know it's nice that they have the familiarity with me, and I have the familiarity with them.

Jamie (A) has taught in the same school her entire career which allows this special situation where she is starting to teach generations of the same family. Cindy (A), on the other hand, established parental relatedness prior to teaching their children because she "know[s] from growing up or, um, I tried to reach out to parents, send things home, um, use resources, like remind and other things." Cindy (A) has taught in other districts but made the choice to return to her hometown to teach the children of her former classmates who remain and raise their families there.

However, for Lisa and Amanda (Both A) were least satisfied with their parental relatedness. Amanda stated “parents because they take everything you say. ‘you tell kids you didn’t care if they sick? ‘No, what I said was I can’t help it, if you are sick.” Amanda (A) is not satisfied with her relatedness with parents because in her perspective the parents take the word of their child before seeking the other side of the story from her. . Lisa’s (A) reasoning for being least satisfied with her parental relatedness was due to the tricky balance of being a teacher of a student whose parent is also a good friend. She explained,

I’m least satisfied probably with my relationship with parents of my students. And the reason for that is because I am also a parent of students at the school. We live in the neighborhood. So, before I taught at the school, I was, um, social and friends with a lot of these same people who I am now teaching their students. So, it’s, it’s, it’s sometimes it’s a little tough to find that balance between, um, right now you’re not my friend. You’re the parent of this kid who’s struggling in my class. Um, and so I probably am least satisfied with that cause I haven’t quite figured out how to navigate that perfectly yet.

For Lisa (A), it’s navigating the delicate balance of some parents of her students who happen to be personal friends. This is a balance she has not figured out but is a process she is currently trying to do.

For this study’s analysis of parental relatedness, the controlled motivated teachers mentioned parents as an area of relatedness they were least satisfied. The teacher-parent relatedness can have an indirect impact on the teacher-student relatedness. Rickert and Skinner

(2022) study found that a warm, positive relatedness from both parents and teachers independently had an impact on students' perceptions of relatedness, competence, and autonomy in the class with more engagement (p. 675). They also found that parental positive and warm involvement also contributed to students' relatedness and competence; however, a warm positive teacher relatedness contributed to students' relatedness and autonomy. Both parental and teacher relatedness has an influence on students' perception of basic psychological needs. When looking at both teachers' and parents' perspectives of the teacher-parent relationships, Yazdani, et al. (2020) found that parents' high expectations of their child's education were related to higher teacher ratings but lower ratings in teacher-initiated contact (p. 18). They also concluded that teacher's ratings declined concerning teacher-initiated contact and general parental involvement declined as the grade increased; but parents' perceptions of relatedness with teachers had no significant change (Yazdani, et al., 2020, p. 18). From this current study, more controlled motivated teachers had least satisfaction with parents as indicated by their interviews. Most teachers believed parents are not interested in their child's education. However, Yazdani et al. (2020) inferred otherwise thinking it was due to parents believing their child is more independent. Denise (C) thought "We have lots of different languages, lots of different ethnicity groups. And, um, I felt like some of the parents I didn't have a really good grasp with because of a language barrier." For Michelle (A) she mentioned student behavior was on the decline, but she did not blame the students solely. She stated.

The support of admin administration has, um, shrunk to nothing. we, before we, whether you were a new teacher, they were supporting you or a veteran teacher, they valued you. Um, student behavior makes classroom management more difficult these days.

In the next section, the administrated relatedness will be discussed.

3.3c. The autonomous group had more teachers least satisfied with their relatedness with administration compared to the control group. The autonomous group had 57%, or 8 out of 14, teachers mentioned they were least satisfied with their administrative relatedness compared to the 17%, or 1 out of 6 of the controlled group. Only one autonomous group teacher mentioned they were satisfied with administrative relatedness. Two of the most mentioned reasons were communication and support. In the area of administrative support, Michelle (A) stated,

our admin place the teachers at the bottom rung in this building or even our students are placed high above us. I wanted to excel, uh, celebrate teacher success. I was talking about success in the building and admin really went straight to, ‘Oh, we need to celebrate these children.’ I know you need to celebrate your teachers.

She agrees that students’ successes need to be celebrated but it should also include teachers who are also doing the work behind the scenes for the students to become successful. Susan (A) shared this sentiment when she said, “there's a lack of support and I feel like sometimes we're tried to be put in this box and I don't fit in a box.” She even went onto say,

And some principals can be threatened by strong teachers who know what's right for their kids. And we'll let the administration know, and we don't think what they're doing is right for the kids and they not really like that.

For Michelle and Susan (Both A), lack of administrative support is the main reason for their dissatisfaction with administrative relatedness.

Communication was mentioned for another reason why autonomous teachers were not satisfied with administrative relatedness. Donna (A) explained that “most of our communication through email. Sometimes you get it, sometimes you don't, sometimes it gets lost in all of your jumble.” Tammy (A) felt similar with her district administration when she stated, we “don't feel like we're getting clear guidelines on what we should be doing and don't think the communication has been very good.” Both Tammy and Donna (Both A) felt they were not current with what is happening with the school and what needs to be done because of this lack of communication at the district to building administrative levels. Dawn, Cindy, and Shelly (All A) felt they don't sense relatedness with administration because it wasn't built into their agenda or day to day interactions such as just checking in the classroom to talk or get to know their staff. Shelly (A) observed,

I think administrators who are new, one of their biggest hurdles, the biggest hurdle I think that they have in their, um, position is knowing their staff. And knowing their students, that's critical for them. And if they don't do that, they're not going to remain in that position for very long, either that or their staff is not going to remain in their positions.

As a veteran teacher, Shelly (A) has seen administrators come and go and concluded that relatedness between the staff and administrators are important. This is a similar situation with Donna (A) when she described her relatedness with administration and colleagues; “As far as colleagues and administration, it's not that I don't get along with them, it's just that, um, we don't have a strong sense of unified comradery.” Another example of this is Dawn (A) who answered,

I'm going to say probably with administration just because I don't have a lot of interaction with them. It's not that I don't feel valued or that I don't feel like they're doing their job, it's just I use it teach AP or pre-AP. so I don't have a lot of interactions with them for discipline or issues, so I don't really get to know much about them.

These autonomous teachers are least satisfied with administrative relatedness due to lack of support and communication, whether it is important information for the day or even just a daily check of how the teachers were doing. Michelle (A) described how this dissatisfaction affects the relatedness with the students and make their job harder stating “student behavior makes classroom management more difficult these days” when administrative relatedness and support are not present.

However, the a few controlled teachers mentioned they were most satisfied with their administrative relatedness. Carrie (C) described her principal as “open book. So, um, and she has control. She's like, you know, the best of all worlds” and the “communication is, is wonderful.” Denise has the same relatedness to her administrator as “very... open, very helpful they have an

open-door policy.” So, for these teachers, the communication has been a pleasant experience in that this was the area of relatedness that they were most satisfied with currently.

It seems communication and support are two important factors in the administrative relatedness. Yet, it was the autonomous motivated teachers who had the least satisfaction with administrator relatedness compared to the controlled motivated teachers. Santana-Monagas et al.’s (2022) results provided the conclusion that teachers’ need for autonomy is related to teachers’ use of more engaging messaging to students and has a positive effect on student academic performance (p. 8). This need for autonomy of the teacher is affected by the school culture developed by the head administrator. A study done by Price (2014) provided insight to the importance of the teacher-administrator relationship which indicated that principals who were more accessible to their teachers and more oriented with relatedness to teachers rather than other professional relatedness were perceived more positively (p.129). You see this dilemma with the autonomous group as those teachers mentioned more about the lack of support and checking in as some of the reasons for lack of relatedness with administrators. I will explain the possible causes for this in Chapter 5. The last relatedness teachers have in the procession is with colleagues. Colleague relatedness is discussed below.

3.3d. The autonomous group had least satisfaction with their relatedness with colleagues compared to the control group.

Thirty-six percent, or 5 out of 14, of the autonomous motivated group mentioned they were least satisfied with colleague relatedness. In contrast, the controlled group which none of

them mentioned they were least satisfied. Among the reasons given for the autonomous teachers are not satisfied with colleague relatedness was due to unwillingness to collaborate in projects or cross-curricular instruction, open minded to new ideas, and cliquish behavior. Donna (A) explained,

I have really tried to get different projects going with different classes and I'll get some interest, but then nobody actually has the time to meet and do. And I've tried to make my schedule flexible with them, so I can meet during their time, but nobody actually wants to take that next step.

Donna (A) tried to get colleagues to work together on a project for her students as well as other students who are not special education. She has even tried to work with colleagues' schedules but hasn't been able to do so. This type of closed mindedness or unwillingness to work with each other was also described by Cindy (A). She explained,

I feel very strongly about teachers as researchers that we're constantly researching and that we're constantly looking at our students and exploring ways to, to do differently or adapt. And a lot of my coworkers will tell you that, but in action, they get really frustrated with me...they really are stuck in their way. They like to do it their way...they don't really, are not open to very much change.

For Diane (A), her colleague relatedness reminds her of middle school antics of social circles or "bit either competitive or cliquish in ways." She reasoned this was because:

every teacher that wants to be a teacher wants to be the best teacher and um, it's hard for our egos to hear somebody else do better. So, a lot of times we'll use the same skills we used in junior high and to try to, you know, beat the competition.

Diane (A) even went on to state "when I dialogue with the friends, I often hear the same thing."

Steven (A) mentioned he was least satisfied with colleagues because of collaboration issues when he said, "Sometimes integrating between different disciplines, you know, I mean, I mean, we've done better with that." Dean (A) explained "rarely, but on occasion, maybe once every two or three years, I won't be able to ...who you can't work with." For most of the autonomous teachers who were least satisfied with their colleague relatedness was due to collaboration issues or lack of comradery. None of the controlled group teachers mentioned colleague relatedness as a least satisfied.

However, there were some autonomous teachers who were satisfied with colleague relatedness were Jamie, Shelly, Michelle, and Susan (All A). Michelle (A) called her colleagues as "cheerleaders" because "we cheer each other on and um, helping each other's classroom, covering classes or whatever." Jamie (A) reiterated this by explaining that "I have several other people that I could go ask anything of, you know." For Jamie and Michelle (Both A), colleagues provide support and help when they are in need. Susan (A) further explained the importance of colleagues to her when she stated,

I just feel like having that team of teachers that you trust enough that you could talk to about things that are bothering you and you know it's not going to go any further than that

little circle is very important. [very important was stressed] It makes you feel more safe, secure, confident in what you're doing.

Shelly (A) upon thinking about colleagues she explained why they were important to her.

I guess before I have relationships with, with colleagues, I would say that it, I, it's not as important until I do have them. And then I'm like, oh yeah, it's actually pretty important having a good relationship, a good professional relationship with colleagues, um, can really, really make your job more enjoyable.

For these autonomous teachers, colleague relatedness was satisfied compared to other autonomous teachers who were not satisfied with their colleague relatedness.

The autonomous group had less satisfaction with colleague relatedness overall compared to the controlled group who did not mention being least satisfied with colleague relatedness. Wolgast and Fischer (2017) researched colleague support and lesson plan cooperation in relation to teacher stress. Their study help support claim that teachers feel more supported if they are achieving a common goal (Wolgast & Fischer, 2017, p. 110). Mérida-López et al.'s (2020) study results showed that the perception of colleague and administrator relations were more associated with work engagement and had lower intentions to quit. However, a larger number of autonomous teachers said colleague relatedness were one of the relatedness they were least satisfied which doesn't support this claim. Potential reasons for this unexpected finding will be explained in Chapter 5. The next section of how the autonomous and controlled motivated teachers handle challenges with their professional relatedness.

3.3e. Both groups, autonomous and controlled had similarities when they discussed how they handled relational challenges, specifically or in general. However, the autonomous mentioned more ways they handled relatedness challenges.

Similar Specific Strategies for Relatedness Challenges. Both autonomous and controlled groups discussed five specific ways to handle relatedness challenges. The first one of the most mentioned specific ways was labeled: *Do the best you can and focus on the students and you.* Susan (A) described if parents know “you have the kids' best interests at heart and they see where coming from, it usually doesn't get into a conflict of any sort.” When the parents can see a teacher, like Susan (A), developing relatedness with students and sees what is best for them, parents recognize it. Rather than causing conflict with parents, she has developed a parental relatedness that benefits the students. Jamie (A) has a similar sentiment when she said, “And if you just... do what you know is best for that child and do what you know is best for yourself...then eventually it all kind of shakes out.” Jennifer (C) believes, as a teacher, “it is my professional obligation to do the best that I can for my students and their families.” Not only is it a classroom management tool to build relatedness with students as well as parents, but Jennifer sees it as part of her profession. It is her job to do what is right for students and their families.

The second most mentioned way both autonomous and controlled teachers handle relatedness challenges was with parents: *Be professional, listen, and use resources to reach out.* Amanda (A) discussed that when she responds to a parent through email: “the parents sent me an email so I will draft something that's a lot nicer than what I want, my initial response, which is, um, you know, um, a lot of times it's just a miscommunication.” Rather than just responding

emotionally, she will reflect and spend time to craft an email that will say what is needed but in a professional manner. This allows the parent to respond in a more collaborative way to work out a conflict. For Jamie (A), she further explained,

They are sending you the best that they have... Just to be sensitive to that when you're talking to parents...just to really watch tone of voice and you know. If you can at all do it in person, not by text, not by email, because those can be misconstrued...especially if there's something challenging... If there's a challenging situation going on... I'd much rather talk to somebody face to face...where you can't see all those other clues.

Denise (C) taught at a diverse school with a high population of Hispanic students. While most of her students were able to speak English where she felt they understood her, but most of her students' parents did not speak English. Therefore, a language barrier inhibited some of her parental relatedness. To speak to her students' non-English-speaking parents, she was fortunate her school district had resources for her. She explained, "we [the school] do have translators in our school, ..., I was able to, um, speak with some of the parents through translators, um, which was helpful. However, Denise (C) described herself as "pretty much a bulldog, so I will try and try and try and try to get ahold of people." This effort and resources give her tools to overcome her struggles to communicate with her students' parents. Denise (C) continued describing more on how she handles relatedness challenges stating, "I've learned to listen more, talk less. Um, because parents will tell you a lot of things. Kids will tell you a lot of things when you listen."

The third most mentioned specific strategy to handle relatedness challenges was *not to take things that happen in the classroom or outside of it personally or don't internalize it*. Dean (A) said “you just gotta try to put it behind you and go on,” even though he did mention it was hard for him to do that because “I liked being able to mediate and like be able to resolve things and, uh, it was really tough on me when I'm unable to do so.” Dean (A) uses this strategy to go on and do what he needs to do with colleagues, students, or administration. Carrie (C) uses a similar strategy when dealing with students and their ‘not so great’ choice they make when she explained, “they have their choices and you know, I give them ample opportunity and if they don't take that, then, you know, I don't, I don't take it personally anymore.” Carrie (C) has accepted she cannot force them to do work or make better choices, only to provide them the opportunities to do so. If they chose not to, Carrie (C) has put that ownership of the choice back onto the students. Michelle (A) stated, “I don't stress it... don't internalize it” and “I just let it roll off my back a lot more than I used to because I can't add that stress to my life.” Michelle (A) has learned that her mental health cannot handle internalizing it and taking it personally. She has reframed how she views the conflict so she can have better mental health.

The fourth most mentioned specific strategy was to *talk to leadership: the head principal of the school or even to the school district's superintendent*. For Tammy (A), she goes to the administration that she feels most relatedness to as she stated, “I just tried to rely on my own principal and as much as possible and go to him with questions or concerns.” In most school districts, each school building has more than one principal, a head principal, and an assistant principal. For Tammy (A), she trusts and goes to the one she built a trusted relationship and feels

she can rely on his or her guidance and support. Susan goes to her principal or even to higher district administration to voice her opinion or to help solve a conflict by stating,

one confrontation this year, I actually went above his head to his boss and I had a conversation about some of the things that were going on and that seemed to help a little bit. So, um, unfortunately, you know, sometimes that happens. I've been at the same school for this in the eighth year and you try different things along the way, but eventually when things don't change, you get to a point where you feel like you're talking to a brick wall. And he's the only administrator I've ever had this problem with. But, um, I don't like when people are making decisions based on what's best for the grownups in the building, not what's best for the kids.

Susan (A) has the confidence to go above her building principal to his or her administrator if necessary to resolve an ongoing conflict especially at the best interest for the education of the students. Carrie (C) relies on her administrator if she finds herself in a situation that is no longer in her control or what she had done is not as effective because she feels her administrator has “a very better handle on it than anyone else” For Carrie (C) and Tammy (A), they go to administrators if they are confronted that they do not know how to handle or cannot figure out after their strategies do not work. They can use this relatedness as another means to develop classroom management skills for the future. However, if a situation occurs where the conflict is with the administrator and all communication and ways to resolve are not helping, veteran teachers like Susan (A), going to the district administration is necessary.

The last specific strategy mentioned between both groups was to *handle student discipline yourself*. Michelle (A) stated, “I handle what's in my four walls.” Dean (A) described that.

I would handle it, it would be outside of the classroom I suppose in the hallway, either before or after class, dealing with the student rather in front of their peers.

For Michelle and Dean (Both A), it is less stressful and more advantageous to settle challenges with the person student themselves rather than involving administration. Dean (A) prefers to have conversations with students that has a conflict personally rather in front of peers to prevent the power struggle that typically happens when redirection or correction is done in front of the students. For Michelle (A), she feels administration is not supportive of teachers as mentioned earlier by stating, “our admin place the teachers at the bottom rung in this building or even our students are placed high above us.” Michelle (A) does not trust the administration to support her in discipline.

The strategies discussed above were specific strategies mentioned in both groups. They were about certain types of relatedness and situations. The next type of strategies were more general ways to handle relatedness overall, whether it was with students, colleagues, administration, or parents.

Similar General Strategies to Handle Relatedness. Strategies listed in this section do not pertain to a specific relatedness situation, but it is ways they handle relatedness in general with everyone. There were two general strategies that were mentioned between both the autonomous

and the controlled group. The first is *to listen to change or have a certain kind of mindset*. These teachers who mentioned these strategies focused on the importance of listening to understand, to be empathetic and sympathetic, and to be kind and positive when handling conflicts or even to prevent conflict. Denise (C) in her interview explained the importance of listening:

I've learned to listen more, talk less. Um, because parents will tell you a lot of things.

Kids will tell you a lot of things when you listen.

Listening to understand others allow a person to begin to change their mindset to conflicts and become more sympathetic and empathetic. This idea of being sympathetic and empathetic was mentioned multiple times during interviews with teachers. Dean (A) explained he tries:

To see the other side of, uh, of the argument. I know there's always two sides to what, uh, to anything that is said or that happens. And I just, uh, like I said, just try to listen and try to be empathetic.

Susan (A) describes how having a positive mindset can help with related challenges by stating,

I think as long as you handle it in the most positive way, I try to keep in mind if I'm upset with somebody about something, what's the kindest way I can say what I need to say without letting that problem go, but also addressing it.

Sarah (A) described an incident in which she accidentally left a student behind on a field trip to illustrate how she handled challenges with relatedness.

I had a not very nice conference with a parent. And I remember her saying to me, I don't know if you have kids, [Ms. Sarah]. I'm like, yes, actually I do, one in the same grade as your daughter, that, that I who I just heard. And so, I totally understand why you're upset because I would also be upset. And so, um, just handling those challenges with, um, humility and grace is the only way you can do it and just, just be real.

Denise (C), Dean (A), Sarah (A), and Susan (A) are examples of veteran teachers, regardless of which type of motivation group, who understand they are not perfect and can make mistakes. By changing their mindset concerning conflicts, they do not ignore and allow the conflict to grow. They now listen to not only to understand so that they can be sympathetic, empathetic, and kind to others they come in contact through their profession.

The other general strategy that was mentioned during was *to communicate first or reach first*. Dean (A) stated to “keep the lines of communication open” and to “keep everybody informed as to what's going on.” Dean (A) keeps ahead of conflicts by letting everyone know, especially administrators, what is going on with his class and activities so no one is surprised. Steven (A) explained “trying to communicate with them [colleagues] and see what they're doing.” He is the first one to reach out to not only colleagues but administration and parents to not only to collaborate but to correct miscommunication. Donna (A) has the same idea when she stated, “if I'm not getting the answer that I need through email than I usually do an in person or a phone call.” Diane (A) added,

If there's something said, if something's said directly to me, I will probably just direct verbally address it and then move on. But if it's not said to me, I don't really acknowledge it at all.

While Diane (A) does ignore situations, she doesn't ignore when it involves her or is not part of her job. She only handles conflicts directly rather than let the conflict fester.

The veteran teachers in both groups shared similar specific and general strategies that they use to handle relatedness challenges. However, six autonomous teachers and one controlled teacher had other strategies that were only expressed by them. These strategies will be explained in the next section.

Autonomous Teachers had More Strategies Not Mentioned by Both Groups. These strategies were only mentioned by one veteran teacher in either group. When I determined which strategies were mentioned more than one by multiple teachers, I still had strategies left over mostly from autonomous teachers, *Therefore, six autonomous teachers shared more strategies compared to one teacher in the controlled group.* The discussion about colleagues was mixed in the autonomous group. Overall, relatedness with colleagues was the second least satisfied at 43%, or 6 out of 14, compared to the controlled group. But for Jamie and Michelle (Both A) colleagues was important to dealing with relatedness challenges. Michelle (A) simply stated she, "Discuss(es) it with my work friends and celebrate the successes on my own." Jamie advised,

everybody needs that one teacher friend that they can vent to, you know, and have that one person that has your back that will keep confidentiality because if you say if you vent

to one person's venting, but if you do it to more than one, then it's poor because you're trying to get everybody on your side.

In relatedness with colleagues, Lisa (A) has a different perspective:

I know that there's a different, a difference between, um, kind of work friendships and personal friendships and I can be friendly with colleagues, and I don't have to be, you know, socializing with them. And in fact, I've, I have also figured out that I don't really want to bring work home with me and that kind of includes my friendships.

Lisa has her reason when she continued, “I think that the closer and more personal relationships that you have at work... the more intense and the harder it is to separate work from home.” So, to keep her relatedness challenges home and cause her undo stress, she keeps her relatedness between administration and colleagues separate and the only ones she wants to bring home are her students “because they are the focus.” Amanda (A) does at times bring home relatedness challenges by talking to her husband, who is a retired teacher. She described him as “pillar of patients and he would go, well, you just have to say this and this. He's really helped me with that.”

Another strategy mentioned was by Shelly (A) when she said she doesn't “like learning the hard way. That's not in my nature. I like learning from other people's mistakes, not my own.” During her teaching career she has learned from other but also “still have made my share of mistakes... definitely been lessons on what not to do, which have kind of helped guide me.” Shelly (A) continued “I would never do anything to jeopardize anybody's job. So, I was never

going to do anything and, or whether it was fact or gossip.” For Shelly (A), observation and being profession with her relatedness is a tactic she uses to handle challenges faced in the relatedness aspect of the teaching profession. Jamie (A) handles administrative relatedness with the following perspective: “if you have a difficult administrator, um, you know, you're there for the long in most cases. You're there for the long haul. They're probably the more temporary.” She also mentioned to understand your why when going into the teaching profession by explaining,

I think that's an important part of your job is, is that you like the kids if you, if you don't like the kids, you know, you're not gonna like what you're doing and you don't need to be there.

While each of the previous veteran teachers were in the autonomously motivated, Jennifer (C), a controlled motivated veteran teacher, stated “I think my coping mechanisms have gotten better...I cope with it better now than I used to” Even though she did not specify exactly what strategies she used, but did mention they were developed over time. These strategies for handling strategies are ones that were developed over time. However, not all strategies may not be the most mentally healthy but are strategies developed by one of our autonomous motivated teachers for her current teaching environment.

Cindy, an autonomous motivated teacher, is passionate about research-based teaching strategies to engage in student learning. She previously taught in a larger school district that cultivated this passion of research-based teaching strategies. However, she decided to move and

teach in her hometown that is a smaller school district. The culture of this district is vastly different as she described,

they'll say, well, this is a cute idea I saw on Pinterest. And I'll say, yeah, but doing a whole program, we need to look into it and see if that's what's best for our kids. And so always met with and it's so cute. It would be cute. Parents would like it. And I'm like, but that doesn't mean it's valuable if it's valuable just for parents. I mean to me I want to see an intrinsic value of what, what, what progress can we show kids will get, what benefits will students get.

So, she mentioned her colleagues and administration gets “frustrated with me” and has caused “some conflict.” Her strategy for dealing with colleague relatedness is to “accepted being kind of being by myself. I have a couple of coworkers we talk, but we don't talk about school stuff.” She will then “go into my classroom and then if I can get away with not, then it's not, my administration doesn't check a whole whole lot.” Cindy (A) has accepted her colleagues nor does her administration share the same educational philosophy as her and they are not willing to change. She accepted and kept her focus on her students. However, for Cindy, an aspect of student relatedness has a traumatic influence on her: student deaths.

Cindy (A) discussed at length on the impact of student deaths had on her during her teaching career so far. She mentioned that her pre-service teacher program nor professional development opportunities have not adequately prepared her for this part of teaching: in the classroom or out of the classroom. In the classroom, she has had to tell students of a classmate's

death with little to no guidance, what to do with grieving students all the while trying to understand it herself. She explained,

I've gotten pretty hard hearted about my, about myself, my husband's, like I said, as a state trooper. And so, he sees death on a different side. And sometimes we coincide, he works the death of one of my kids and um or has in the past when I taught upper grade and, or the sisters and brothers have kids I have in class. And you just, um, you get tough, and you don't, you just lock it away. I have a list in my Bible of every kid has lost. That's how I deal with that. I guess I stick it in there.

Dealing with student deaths was very challenging for Cindy (A) as she continued to discuss “the empty chair” moment of life after the death of a student. Cindy has not found a healthy coping strategy for dealing with a student death nor felt like she was adequately prepared to help students’ grief as well as her own in her pre-service teaching program.

3.3 Relatedness Summary. All veteran teachers interviewed developed over time various strategies to deal with challenges with relatedness in their profession from inside the classroom to outside the classroom. For these veteran teachers various coping mechanisms were developed to handle the day-to-day challenges of teacher professional relatedness. Overall, the autonomous group had 18 more specific coping strategies compared to only one more specific coping strategy from the controlled group.

Overall Summary of the Differences Between Autonomous Motivated Veteran Teachers and Controlled Motivated Veteran Teachers

While there were some similarities, there were differences between the autonomous motivated teachers and the controlled motivated teachers. More of the profiles of the autonomous motivated teachers had linkage between more BPNs comparative to the controlled motivated group. In the BPN of relatedness, both groups had related satisfaction with their students, but when it came to colleagues, administration and parents, there were differences. The autonomous group had more satisfaction with parents while the controlled group had less satisfaction parents. With relatedness with colleagues and administration, the controlled group had more satisfaction with colleagues and administrated compared to the autonomous motivated group. Even though both groups were most satisfied with student relatedness, the value of that relationship was different. The autonomous motivated group was more intrinsic value compared to the controlled motivated group which had more utility or identified regulated extrinsic valued.

Both autonomous motivated group and controlled motivated groups expressed they felt autonomous (except for Dean) and competent. The autonomous group mentioned more internal attributes to their competence than controlled group. However, the controlled motivated group mentioned a specific teaching skill or area they felt less competent compared to the autonomous group. Even when both groups mentioned they were overall autonomous in their classroom, more autonomous teachers wanted more autonomy in choices in curriculum and resources. The handling of challenges to any of the BPNs were different as the autonomous group had more mentioned of different strategies they used and the use of more reflective strategies.

Chapter 5: Discussion, Conclusion, Implications, and Limitations

Introduction

The current study found there were some differences in the perceptions of the BPNs between the autonomous motivated veteran teachers and the controlled motivated veteran teachers that participated in the interviews. In this chapter, I will discuss and conclude about the findings in relation other studies and the implications of the current study for future studies. In the next section, I will briefly review SDT and BPNs.

Overview of Self-Determination Theory: Organismic Integration Theory and Basic Psychological Needs

SDT of motivation developed by Richard M. Ryan and Edward I. Deci which “assumes people are inherently prone toward psychological growth and integration, and thus toward learning, master, and connection with others” (Ryan & Deci, 2020, p. 1). The two main mini theories of SDT that are majorly studied (Ryan & Deci, 2017) are the OIT and the BPN. These two seem to be interrelated and can be effective in determining the work engagement and well-being of individuals in various of workplaces as SDT has “always been concerned with understanding actions that are autonomous and volitional” (Deci & Ryan, 2008, p.15). The OIT deals with the integration or internalization of the task and the environment that sets up this internalization is through the satisfaction of the three basic psychological needs: competence, autonomy, and relatedness (Ryan & Deci, 2017)

Overview of the study

This current study focused on understanding the self-determined motivation of veteran teachers. More specifically, how does the BPNs (competence, autonomy, and relatedness) interact with each other based on their type of motivation: autonomous motivation or controlled motivation. The three research questions were as follows:

RQ1: What type of motivation on the continuum (autonomous or controlled) do veteran teachers present?

RQ2: How do veteran teachers perceive their Basic Psychological Need satisfactions?

RQ3: Are there differences between autonomous motivated group and controlled motivated group in their basic psychological needs' satisfaction? If so, how?

All teachers across Oklahoma were asked through an email to take a survey to determine their self-determined motivation in the areas of teaching and classroom management. Those who consented and took the survey were asked if they were willing to be interviewed later. Those surveys that indicated they had teaching experiences of 20 years, rounded if they had a half a year experience, or greater in the classroom were calculated and twenty were interviewed. The interviews were coded and profiled for observed patterns and themes discussed in detail in Chapter 4. In the following sections, the findings of the research questions will be discussed.

Discussion of Research Questions

RQ1: What type of motivation on the continuum (autonomous or controlled) do veteran teachers present?

To answer research question one a total of 123 surveys were completed by Oklahoma veteran teachers. There were 98 female veteran teachers and 24 male veteran teachers. For the combined motivation of teaching and classroom management, 80% of the veteran teachers were classified as autonomously motivated while 18% were classified as controlled. Two percent had a score of zero which is neither positive (autonomous) nor negative (controlled). So, these teachers' motivation could not be determined based on their responses. When looking at teaching and classroom management, a similar observation was made that a larger percentage of Oklahoma veteran teachers participated in this study were classified as autonomously motivated with 77% for teaching and 78% for classroom management while a lesser percentage of controlled motivation with 13% for teaching and 18% for classroom management. Those veteran teachers that were undetermined, with 10% for teaching and 4% for classroom management, were much less compared to both the autonomously motivated and controlled motivated groups. For the spread of scores among the veteran teachers, the scores with the most frequencies were between 4 to 24 which indicated autonomously motivated since the range was positive (See Figure 6). Therefore, more Oklahoma veteran teachers participated in this study indicated they were autonomously motivated compared to those who indicated they were controlled motivated. One aspect to note about the surveys was majority of the surveys were given prior to the 2019 COVID pandemic and prior to when schools across Oklahoma and the nation were moved to remote or virtual learning.

Even though basic psychological needs satisfaction was not measured quantitatively, we can use the SDT to make assumptions about their satisfaction of basic psychological needs.

According to Deci and Ryan (2008a),

for this process to operate effectively, people must experience satisfaction of the basic psychological need. To the extent that the needs are thwarted, people will be less effective at internalizing and integrating regulations (p. 16).

In a meta-analysis of the basic psychological needs and the internalization of motivation or intrinsic (autonomous) motivation, Van de Broeck, et al. (2016) found that the basic psychological needs seemed to better predict more intrinsic forms of motivation rather than extrinsic forms of motivation. Slemp et al. (2020) found “autonomy, competence, and relatedness satisfaction are proximal predictors of well-being, distress, and autonomy-supportive teaching primarily through autonomous, rather than controlled motivation” (p. 14). In a more recent study, Autin et al. (2022) found that the satisfaction of relatedness and autonomy directly correlated with autonomous motivation while competence was related to meaningful work in a study of 462 people employed in the U.S. From these studies, the satisfaction of the three basic BPNS can predict autonomous motivation and I propose to infer the reverse could occur. Meaning if a teacher indicated autonomous motivation, then this may mean their basic psychological needs were perceived as satisfied. But this is a prediction using the SDT framework. However, exactly how these BPNs are met or interact with the type of motivation on the OIT or more general as in autonomous or motivated is largely unknown. Thus, another purpose of this study was to use qualitative methodology to understand the underpinning of how these BPNs interrelate with each

other in the two main types of self-determined motivation: autonomous or controlled in veteran teachers. In the next section, research question two will be discussed.

RQ2: How do veteran teachers perceive their basic psychological need satisfactions?

To answer this research question, the interview questions concerning the three basic psychological needs were coded. A profile was made based the answers based on their perceived most or least aspect of that BPN. If the explanation part of the answer related to another BPN, the two circles were linked. Arrows represent buffering of negative aspects or aspects continuing the negativity (See Appendix F). The profiles were then ordered based on quantitative motivation score from most autonomous to least autonomous (most controlled). A promising pattern started to emerge even though it was not completely consistent and there were a few deviant cases. It was also important to note that all but five interviews were conducted after the COVID-19 pandemic and most of the teachers were teaching students remotely or virtually which had not occurred in their teaching careers. Therefore, as the interviewer, I had to keep in mind during the interview which aspect were they discussing pre-pandemic teaching or during pandemic remote or virtual teaching (see scheduling of interviews throughout pandemic in limitations). To keep continuity of the surveys and interviews, I focused on coding discussion of prior pandemic teaching.

Similarities between the autonomous group and control group profiles. Relatedness seemed to be interlinked with at least one of the other BPN, competence and autonomy. The general shapes observed were all three BPNs interlinked, an L-shaped where competence and autonomy is only linked to relatedness and last relatedness is either linked with competence or

autonomy. Deci, Olafsen, et al. (2017) explained that leaders who provide an autonomy supportive work environment are “attuned to and supportive of the other needs [competency and relatedness] ... Thus, when employees experience support for autonomy they typically also feel more connected to the organization and feel more effective” (p. 23). Klassen et al.’s (2012) study found that teachers who perceived their principals as autonomy supporting reported more levels of connectedness with colleagues and students, but when they compared between relatedness with students or colleagues, there was positive stronger correlation between work engagement and relatedness with students. They also found teachers need for student relatedness was correlated with teacher engagement and emotion (Klassen et al., 2012). Another study, Jensen and Bro (2018) found direct pathways from satisfaction of the need for autonomy to intrinsic motivation and a direct pathway from the satisfaction of the need of competence to intrinsic motivation but not between satisfaction of relatedness. However, based on the profiles in the data of the current study, relatedness seemed to be the connecting factor for the participating veteran teachers. For this study, relatedness may be central because of the purpose or main task of the teaching profession. A few of the autonomous motivated veteran teachers spoke about the purpose of the teaching professions. Jamie (A) stated,

I think that's an important part of your job is, is that you like the kids if you, if you don't like the kids, you know, you're not gonna like what you're doing and you don't need to be there.

Lisa (A) said students has always been my focus... when I went into teaching was to build relationships with students.” For most of the veteran teachers, students were the focus and

main relationship they were most satisfied in relatedness. This is consistent with findings from several studies with teachers and students where relatedness was a driving factor for student achievement (Fredesco et al., 2019) as well as teachers' well-being (Aldrup et al., 2017). Student relatedness seemed to be more important or stronger influence due to fact this relatedness between a teacher and their students can either reaffirm or diminish the feeling of competence for both teacher and student (Aldrup et al., 2017). However, there were a few differences between the autonomous motivated veteran teachers and the controlled motivated veteran teachers.

Differences between the autonomous motivated group and controlled group profiles.

Forty-three percentage, or 6 out of 14, of the autonomous motivated profiles either had all BPNs interlinked, in the L shape where relatedness was linked to competence and autonomy which was 36% or 5 out 14, or between relatedness and competence at 14% or 2 out of 14. Fifty percent, or 3 out of 6, of the controlled motivated veteran teachers' profiles had mostly the L shaped and only 33 %, or 2 out of 6 had the BPNs relatedness and autonomy identified as intertwined. While there is not literature pertaining to these types of profiles nor their interpretation, the meaning of this interlinking is speculation based on the SDT framework.

When Deci, Olafsen, et al. (2017) discussed the broad understanding of SDT in an organization, autonomous motivation was the central idea that predicts work performance and well-being, but the satisfaction of the BPNs can also predict work performance and well-being. Vandercammen et al. (2014) found there was a positive effect between the three basic psychological needs and intrinsic motivation, but in some of their alternate models, relatedness did not have significant positive effect with intrinsic motivation. However, Vandercammen et

al.'s (2014) study does show there is a relationship between the basic psychological needs and intrinsic motivation. The SDT framework (Ryan and Deci, 2017) separates the ideas of the OIT and BPN into mini-theories and seem to discuss in separation. However, the findings of this study suggest they do interact in some way with each other. The OIT focuses on the value or how much the individual internalizes the task. The BPNs of competence, relatedness, and autonomy seems to focus on the type of environment that is needed to become more autonomous or intrinsic motivation. Even though the two mini theories were explained separately, they are connected or depend on one another. An individual must have the supporting environment or workplace (autonomy supporting, competence building, and relatedness boosting) to begin to value and eventually internalize the task to move through the OIT continuum to become more autonomously or intrinsically motivated. However, there is not complete understanding of the underlying interaction between the OIT continuum and the satisfaction of BPNs in practice or in different settings such as the teaching profession workplace. The L-shaped profile pattern was linking through relatedness was seen in both the autonomous motivated group and the controlled motivated group. Therefore, the profiles themselves do not explain why some teachers were autonomous while others were controlled. A better understanding of those differences may be explained when research question 3 is discussed.

Another difference between the autonomous and controlled motivated groups was the profiles that only had two different BPNs interlinked (each group had 2 profiles each). The autonomous motivated group profiles were linked between relatedness and competence while the controlled motivated group profiles were between relatedness and autonomy. The reasoning for

these profiles could not be explained through literature, but a potential explanation came through research question three. Before I discuss the research question 3, there were one profiles in each group that did not go with the patterns observed. These profiles were deviant cases. The deviant cases will be discussed next.

Deviant Cases. There were deviant cases: Amanda (A) and Matt (C). Amanda (A) had no interlinking BPNs in her profile. This was a unique profile as none of the profiles followed this pattern. Matt (C), on the other hand, had all his BPN circles overlapped, which is unique because controlled group teachers did not show this pattern.

Amanda (A). Amanda (A) was a sixth-grade elementary geography teacher. Her profile was unique overall and did not match any pattern in either group. Her BPNs were not linked. Though she felt extremely competent and autonomous, several factors may have caused this disconnect that she discussed in her interview. One factor was close to retirement. She was able to retire years before, but she chose to stay for the following reasons:

I'm only 62. So, since the state gave me a substantial rise, I mean more than, hey, I get an extra \$5 to spend at Sonic. It was a substantial raise. ... So, I thought, well I need to stay. So, my retirement check will be, because I'm on the rule...where your top three years in salary are your average for your retirement. ...And the last reason is I've got a granddaughter who's here at [school] who's in fifth grade and next year will be her last year here ... That's my plan to retire next year.

As such, Amanda (A) had multiple reasons due to this retirement, both extrinsic and intrinsic, that made her remain in teaching longer. However, another major topic of discussion in the

interview that may have provided inside to this unique deviant case was trauma her and students had in the school district.

In 2013, an EF5 tornado (Carter, Todd, & Pearson, May 21, 2013) ripped through the city one afternoon during school time. Two elementary schools were destroyed, one of those was the school Amanda was a teacher. Fortunately, this school did not have any casualties, but the other school did have students and a teacher killed. However, the city has major damage of homes and businesses, and overall, 24 people included nine children and countless injuries (News 9. 2013). This natural event not only caused physical damage of materials, injuries, and deaths, but also caused trauma internally that has remained with Amanda. Amanda did discuss the material things she lost in her classroom stating,

At that time, I'd been teaching for 34 years, and I lost everything except a few little things...I still find myself going, oh, I have that book. No, I don't. I mean one day I looked and looked and look everywhere and I just knew I had it. And then I went home. I used to have it.

However, those material items were not her main concern. Those were replaceable because of the support of the community. She explained “we still have gift cards here. We are almost seven years later, haven't used them all yet.” Her main concern was the students, not just those with her in the shelter as the tornado went through, but of all students who will be connected to this natural, uncontrollable event stating,

I did have a little boy ... Well, he was in third grade when the tornado hit over [School who had student deaths] and I, he came here to [Amanda's school] in sixth grade and he

was super quiet and not really an odd little guy. I have a feeling he was always odd, but um, didn't know until parent teacher conferences where you would think this was something he might let give the teacher a heads up beginning. He was in the hallway under the beam over there at [School who had student deaths] when children were dying around him that day. And the mom didn't think that was information at least the homeroom teacher might want to know. I didn't understand that.

This may be another reason why she was not satisfied with the counselors of the school as she complained, “and why would you stop? And we would talk about it. Yeah. I mean cause nothing you learn in geography is more important than what you're actually going through right then and there.” She continued explaining the trauma endured,

I mean that particular year I had the little girl who lost her baby sister was in that room and a little boy who lost his mom was in that homeroom too. And we would talk about it like the little boy who lost his mom, his dad was dating and he came up and he asked me one day, he goes, is it mean of me to not want my dad to have a girlfriend, you know, and um, those, like I was saying earlier, when you don't have the time to talk to the kids, I mean that's the kind of stuff I mean you really needed to talk about.

Amanda (A), along with many of her district colleagues that day were asked to be like ‘first responders’ regarding making sure students were in shelter and safe, but also to provide the emotional support to the students while going through the same trauma. Amanda and many teachers in tornado alley practice tornado drill with students which provided self-efficacy to do what was practiced and to emotionally regulated in the actual event and support the emotional

regulation of the students (O'Toole & Frieson, 2016; O'Toole, 2017). Amanda's desire to discuss the event with her students and whenever needed to cope not only helps the students deal with their trauma but helps the teachers process their own trauma about the event and build the resiliency for the students and the teachers (Berger, et al., 2016). So, with all this trauma and the growing number of students in the classroom, I asked what kept her motivated to remain once again. She stated,

It's one of the things that makes me who I am, but it's very frustrating for my students because, um, I expect me to do the best I can... I expect my students to do their best and I've literally had kids say to me, what else do you want from me? I said, I want your best..., you're just sitting there. Is that really the best you can do? ...well, if I'm so driven, how come I'm still in this classroom? Well, I'm sure somebody else could do this job. So, as long as I'm here and I wanted to do my best because I could just coast, that wouldn't be given my students my best. And then, um, really not just saying that I really am like that and it's very annoying to my husband.

Amanda (A) still has a drive that keeps her in the classroom, her drive to do her best. However, as she is getting closer to retirement and the trauma, she as well as the students in her district has been through, she scored autonomous motivated, but on the lower end of the continuum. Day et al., (2007) described two groups of veteran teachers who are more than 31 years experienced as either still committed and still motivated or trapped and tired. Based on her interview and lower autonomous score compared to most autonomous veteran teachers in the study, she is tired and, in a way, trapped to continue teaching at the time of the interview. She was looking forward to

retirement but wanted to stay teaching to increase her retirement pay. She has remained engaged to the extent she needs to do for her position and to be teaching in the school until her granddaughter graduates. However, her external reasons may have caused her self-determined motivation to be on the lower portion of the autonomous motivation. It may not be the reason why her BPN circles were not interlinking. Other teachers in the study mentioned retirement in their interviews or in their last year of teaching, however, she was ‘tired’ and looking forward to the retirement, which might be impacted by devastating natural disaster while teaching. This may have been a unique case for a teacher who has been in such a nature disaster that caused such destruction and was with the students and had to act as a first responder. Plus, she did not mention if there were any training (other than the drills) or therapy she had or chose to go through to help deal with the trauma. The only mentioning of what help her heal was the school district was offered to have classes typically used as Sunday school rooms. Amanda (A) said “they [people at the church] were wonderful. And that made it a lot easier for us.” She continued to explain that “I mean those little church ladies were so behind us and anything we ever wanted, we just had, we asked there, you know, it was a church custodian. He goes, well I can take care of that for you.” The trauma of the event may have produced this pattern of the BPN circles not interlinking as a self-preserving coping or by compartmentalizing each need might have been necessary to continue teaching. This was the only factor I can infer that differed between her and the other participants in the interview. More detailed interviews, which specifically focus on the absence of interlocking of BPNs would be necessary for future research.

Matt (C). Even if Matt was classified as a controlled motivation group based on the quantitative scores, his profile is followed the general pattern of the autonomous motivated group that had the three BPN rings interlinked. He was the only controlled motivated profile that had this profile which made a deviant case for the controlled motivated group. While his profile had the pattern of some of the autonomy motivated group, his score reflected a different side which was one of the top three most controlled teachers (only Denise and Rachelle were more controlled motivated than Matt). One possible explanation might be Matt's phone interview was a bad connection or he was outside. So, it had more inaudible sections compared to the other transcripts. However, even with this limitation, the connections between the BPNs were present in the interviews that was audible.

Matt (C) has taught for 37 teaching high school science. Matt was able to retire and did at one point in time as he explained, "I retired four years ago" and came back to "teaching three years ago. I couldn't go and I really missed that as far as in last year I went back to more coaching and teaching." Chaichain's (2021) study of faculty of a university concerning retirement found that some were hesitant to retire due to financial reasoning or missing the connection with the university, but when retired found that some went into mentoring roles for junior faculty or even finding their way back to the classroom through part-time teaching employment. While Chaichain's study was concerned about university faculty, it shows that regardless of the level of educational institution, teaching connecting was missed. Matt (C), though retired, decided to return to teaching because he missed the connection with the students. This connection especially with students, was his focus and is evident in his interview and in the

profile. In his interview, he mentioned students as the relatedness he was most satisfied because “I have a daily one-on-one contact with them [students], and I have more of a built relationship with them [students] than I do the others.” The only negative response from him concerning students was those with Individualized Education Plans, or IEPs. It was about the students themselves, but “we have a very high number of kids on IEP and it's just hard to keep track of them all and they're all there and adaptations.” And he cares about their learning because he adapts his teaching methods to meet those needs by using more “open ended activities ... to make it real [concepts] concrete.”. This is a potential reason why his relatedness and competence were linked as he wants to make the learning of science concepts relatable and clear, and this area was what he felt most competent. He also felt autonomous to teach the content in the manner that best fits his students connecting competence and autonomy. This pattern is like almost half of the autonomous motivated group’s profiles. While trying to figure out why his pattern was like almost half of autonomous motivated group with all connecting BPN circles, and his self-reported survey which indicated controlled motivated was still a potential conundrum. One possible explanation is that what was measured in the survey was not aligned with what was captured in the interviews. Survey questions focused on determining a teachers type of self-determined motivation which based on the value of the tasks; however, interview unpacked more details of basic psychological needs to determine how they interact and satisfied.

Another aspect to note is that although, he did not really explain why he went back into teacher other than he missed the connection with the students, but some teachers may go back to teaching due to a financial reason. In the Oklahoma Teacher Retirement System’s (OTRS)

members handbook, Oklahoma teacher's pension is calculated based on the average of your last salary and years of service; so the longer a teacher remains in the profession the more the monthly pension (July 1, 2022). The OTRS handbook also mentions that if an Oklahoma teacher retires but wants to go back into teaching, they can waive retirement and reenter the retirement system (OTRS, July 1, 2022). So, for Matt (C), he decided to go back into teaching after four years of retirement. Oklahoma teacher retirement pension average pay is lower than the national average whether adjusting for cost of living or not (USA Facts, 2021, March 8). Whether financial reasons were a reason for Matt (C) returning to the teacher profession is speculation but is a reasonable possibility.

The last potential explanation for this vast difference of his self-determined motivation of controlled and his profile during the interview was the timing of the survey (pre-COVID) and the interview (During COVID Pandemic). This limitation of the study will be discussed in more detailed in the limitations section of the paper. In the next section, I will discuss research question three.

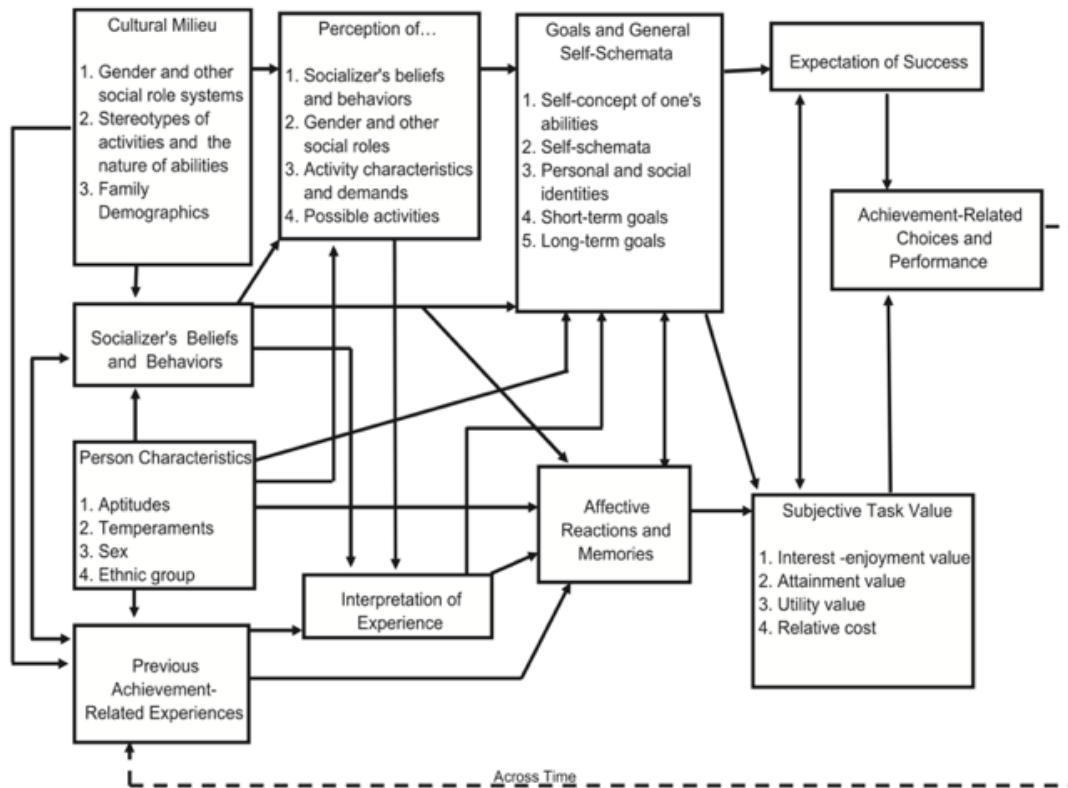
RQ3: Are there differences between Autonomous verses Controlled group in their basic psychological needs' satisfaction? If so, how?

Relatedness Differences. There were differences in the rationale of why they were most satisfied with student relatedness between autonomous group and controlled group. Both groups had a value-added aspect to student relatedness in their rationale, but the type of value was different. Here, it was important to look at another motivational theory, Expectancy Value Theory

(EVT), now called Situated Expectancy Value Theory (SEVT). So, there may be more to the story of SDT, which goes beyond that BPNs being just met to be autonomously motivated.

The basis of the EVT was done by Eccles and her colleagues, which proposed that any achievement-related choices are directly impacted by one's ability, beliefs, and values (Richardson & Watts, 2014). Wigfield and Eccles (2000) indicated one's ability, beliefs, and values also influence an individual's performance, effort, and persistence (p.70). Wigfield and Eccles also stated that ability and expectancy beliefs are present in other major motivational theories as well, yet some define the constructs somewhat differently. For example, self-determined motivation concept of intrinsic motivation can be seen through EVT's construct of intrinsically valued, or there are important or internally valued (Wigfield & Eccles, 2002). Also, the attainment value component of EVT or "personal importance of doing well on the task" (Eccles & Wigfield, 2002, p. 119) and can be associated with the identified regulation component of the SDT motivation scale (Wigfield & Cambria, 2010). SDT does have a value component when it discusses the OIT portion of the SDT. However, it does not include value in the discussion of meeting an individual's BPNs. Eccles and her colleagues have modified their EVT model to better represent the research done on EVT (Eccles & Wigfield, 2020). They have now recognized that the EVT has a situational factor and therefore, have now renamed it Situated Expectancy Value Theory or SEVT (Eccles & Wigfield, 2020) For this dissertation, the next paragraph will describe the four types of values according to the SEVT model in the box titled Subjective Task Value (Figure 7).

Figure 7
Situating Expectancy-Value Theory Model



Eccles & Wigfield, 2020

Another reason to include SEVT was because of the SDT's framework itself in that the value comes in with the OIT continuum as the more internalized or valued the task is the more autonomous an individual is. This includes the identified regulated and integrated regulated parts of extrinsic motivation in the continuum. Therefore, the value aspect is ingrained in the autonomy of the BPN.

The last difference between the autonomous motivated veteran teachers and the controlled motivated veteran teachers of the study was discussing the how they handled

relatedness challenges. While the two groups had similar strategies, the autonomous motivated group mentioned more about self-care. Wang et al., (2022) described Emotional Intelligence (EI) as “individuals’ ability to perceive, manage, regulate, and express emotions” (p.9). Mérida-López, et al. (2020) studied the aspect of emotional intelligence (EI) and found that the “highest levels of intention to quit were found among those teachers with low work engagement and low EI [Emotional Intelligence] levels” (p. 148). They (Mérida-López, et al., 2020, p. 148) hypothesis that

Whether teachers might continue with their career or decide to quit their profession may depend on whether their perceptions of work as disengaging, and the negative emotions associated with those perceptions are adequately managed or not.

So, this may explain the possible difference between the two groups in terms of relatedness overall. Such as Jamie (A) recognizing that administration was temporary or more likely to move to higher administrative positions or another principal position or even Shelly (A) who chooses not to gossip because the gossip will have negative consequence eventually. They had more emotional intelligence to have more resilience against the challenges to maintain autonomous motivation over a career. Burnett (2006) described resilience as personal characteristic that enables individuals to ‘stay the course’ despite the difficulties that they encounter” (p. 814). However, Gu and Day (2013) described teacher resilience as the capacity to manage the unavoidable uncertainties inherent in the realities of teaching. It is driven by teachers' “educational purposes and moral values” (p.39). This definition goes beyond the general aspect of resilience and provides a specific definition fitting the profession of teaching. It also is a

possible explanation why the teachers who were scored as autonomously motivated had a more focused and personalized strategies to cope to relatedness challenges. So, regardless of how the challenged in relatedness was handled, the autonomous group had more tailored strategies towards their profession philosophy and moral values. Competence differences will be explained next.

Competence Differences. Almost all the veteran teachers interviewed in the current study were most competent in a specific teaching skill or general teaching skills. However, more autonomous teachers attributed this competence to an internal characteristic compared to the controlled group. For example, Lisa (A) contributed this to her drive while Michelle (A) contributed it to her caring heart. Therefore, the attribution theory ascribed that “when people obtain an outcome or reinforcement, they feel the need to assign a cause to it, which gives them a feeling of control over the situation” (Brun et al., 2021, p. 701). The attribution theory has causal dimensions: locus of causality, stability, and controllability (Brun et al., 2021; Weiner, 1985). The findings of this data showed that autonomous motivated teachers showed more of an internal locus of causality than controlled motivated teachers. Also, the autonomous veteran teachers attributed their success and failure to stable and uncontrollable factors (e.g., ability that they possess), while the controlled motivated teachers attributed their success and failure to unstable and controllable factors. This was even more evident as more of the controlled teachers relied on learning experiences to handle specific teaching areas that they felt less competent through professional development or learning from colleagues. The autonomous motivated teachers typically used more reflective strategies to handle competence challenges. The internal stability

of the attribution to their competence may have provided them the resilience or better apt to maintain their autonomous motivation while dealing with competence challenges. Majority of the teachers did indicate they felt competent in teaching and in their classrooms. The next section will discuss differences between the two motivated groups in the last basic psychological need: autonomy.

Autonomy Differences. According to Ryan and Deci (2020), autonomy is a central basic psychological need. Therefore, autonomy support in the workplace or in the classroom for students is crucial as

Autonomy support has as its central feature attempting to appreciate and respect the *internal frame of reference* of the learner. Autonomy support is thus a central element in *cultural competency*—that is, in being able to effectively work with people from diverse backgrounds and value systems, whose frames of reference influence their motivations and valuations. (Ryan and Deci, 2020, p. 5).

Therefore, autonomy is the driving force that allows the other two basic psychological needs to also be satisfied and makes more autonomous motivation for the individual. However, the current study had a different outcome. Most of the veteran teachers mentioned they felt autonomous in their classrooms except for one teacher, Dean (A), who was discussed in Chapter 4. However, some autonomous veteran teachers felt not autonomous in teacher voice in district decisions such as curriculum and resources. Peng et al. (2022) found that teacher autonomy had a positive correlation with mental health, teaching efficacy, and job satisfaction. This connection between autonomy and competence may provide insight as why for most of these veteran

teachers they felt both competent and autonomous in their teaching career regardless of type of motivation.

However, the main difference between the autonomous and controlled motivated veteran teachers were once again how they handled autonomy challenges. More of the controlled motivated veteran teacher had “go with the flow” type of attitude whereas more of the autonomous motivated veteran teachers had a more variety of different ways they handled these types of challenges. Ebersold et al. (2019) found that teachers experience more needs satisfaction when their principal was autonomy supportive. But the interviews of more of the autonomous teachers were least satisfied with their administrative relatedness. It seemed our autonomous veteran teachers may have used different personal strategies to overcome that frustration of having a less than autonomy supporting principal to stay autonomously motivated.

Summary of Differences Between Autonomous and Controlled Motivated Veteran Teachers

While the veteran teachers who did participate in the survey had similarities, there were some major differences. In the BPN of competence, autonomous group attributed their competence internally while the controlled group did not. In the area of autonomy, both group felt autonomous. However, one autonomous teacher did not. However, major differences were observed in the relatedness BPN. Both groups were satisfied with their relatedness with students. However, with other relatedness within the profession there were unexpected differences. More of the controlled group was satisfied with colleagues and administration while more of the autonomous group mentioned they were least satisfied. On the other hand, more of the autonomous group were satisfied with their relatedness with parents. This finding is in contrast

of the SDT framework of the meeting of BPN satisfaction. Each veteran teachers had both satisfaction and no satisfaction in each area of the BPNs. Therefore, determining whether a BPN was met or unmet may be more complex and a spectrum rather than a binary determination.

The last major difference between the autonomous motivated group and the controlled motivated group was the quality and quantity of how they handled the challenges to the BPNs. The autonomous motivated group had strategies that were more reflective and personalized to them and their situation whereas the controlled group was less reflective and personalized. Also, the number of strategies of the autonomous motivated group outnumbered those of the controlled group. Also, almost all of the strategies mentioned by the controlled group were like the autonomous motivated group. This aspect of coping and resilience is not a component of SDT but seemed to be a major difference between the two groups.

Limitations of the Study

There were limitations to the study. The first limitation is with the quantitative survey only concerning teaching and classroom management rather than all aspects of teaching. The choice to shorten the WTST, which included a total of five sections with 15 questions each, was due to considering the amount of time a teacher would take a survey. Using the full survey would have potentially sway teachers to not volunteer to participate. Therefore, the decision was to choose the two tasks that teachers perform during most of the workday: teaching and classroom management. The consequence of shortening the survey was the scorings obtained may not truly reflect their motivation especially for those who were close on the boundary of autonomous or

controlled motivation. Therefore, for those who were on the border to be either autonomous or controlled may have had a different outcome if another task was added to the survey.

A major limitation was an event that was uncontrollable: the COVID-19 pandemic. After the survey was sent out for two weeks, it was announced that schools would be shut down and students will learn at home either through packets or virtually. This caused a major disruption to life in general, but for teachers, it was a panic and time to problem solve how this will look for their students. My survey was not of importance or a consideration as other tasks were required and necessary. Teachers were willing to participate in the survey but many who said they were willing to participate in an interview either recanted or would not return my email requests or phone messages. I was only able to get five interviews completed the way I originally designed the study. Rest of the 15 interviews were done through phone or Zoom. The timeline of specific events is in Table 1. The COVID-19 pandemic caused the design to be adjusted from the purposeful sampling of getting equal amounts of autonomous and controlled motivated veteran teachers as well as variation of scores within each group to snowball sampling. Also, I had to complete phone or Zoom interviews rather than face to face interviews at their schools. This limited my access to see the environment in which they teach and their bodily expressions, which could provide additional information and insights. Additionally, sometimes the reception of the connection over the phone or laptop was not ideal making it hard to understand with clarity.

Table 1.

Timeline of data collection during COVID pandemic 2020

Date	Event
Thursday, February 6, 2020	IRB approval
	Emailed survey
	Surveys started to be completed
Monday, March 9, 2020	First interview completed
Tuesday, March 10, 2020	Second interview completed
Wednesday, March 11, 2020	Third interviewed completed
Thursday, March 12, 2020	Fourth interview completed
Friday, March 13, 2020	Fifth interview completed
Tuesday, March 17, 2020	State Superintendent publicly announced state school closure due to COVID-19
Sunday, March 29, 2020	Sixth interview completed because of snowball method and personal connection
Friday, May 1, 2020	Last (20th) interviewed completed
Saturday, August 1, 2020	Returned to public school teaching

The COVID-19 pandemic was made the questions to become reflective rather than in the present moment. I had to make sure to distinguish between pre-COVID teaching and during-COVID teaching, as more teachers started to answer about the present moment (during-COVID) teaching when the study was designed prior and during typical teaching setting. Therefore, in the analysis, I had to make sure to code answers relating to pre-COVID rather than during-COVID pandemic teaching. This also caused an issue between the timing of when they completed the survey and when the interviews occurred. Fortunately, I only had to use four teachers through the snowball method. The rest of the participants came from consenting to interview through taking the survey pre-COVID-19 pandemic. Therefore, the pandemic may have shaded their perspective

of interview questions as they were in a different environment, different mindset, and had to be reflective in their responses. While the COVID-19 pandemic provided unforeseen challenges to the study, it also provided an interesting insight to how veteran teachers were responding to remote or virtual learning. Instead of being physically in the room teaching students, they were on a computer screen. It provided even more challenges with technology but also provided the veteran teachers to think ‘outside the box’ on how to provide that safe learning environment virtually. A few teachers mentioned they missed the students while others mentioned they relied on and got to know colleagues and administrators more. Others mentioned this pandemic provided a view inside the home of their students and gave them more concrete perspective of the student’s home life. The aftermath of the COVID-19 pandemic has most likely changed the landscape of education as more schools are now one on one with technology as well as regression of skills of students in all subject areas. This study provided a glimpse of the landscape of education during a critical time that had a major impact on education across the nation. Therefore, the BPNs may have been adjusted for a post-pandemic world for teachers and adjusted their level of motivation on the OIT. This post-pandemic educational environment provides an opportunity for future research in education as the pandemic showed both the professions strengths and unfortunately weakness to improve all aspects of education for all.

The last limitation of the study was biasness of me as a former teacher during the beginning of the study and entering back into teacher due to the aftermath of the COVID-19 pandemic during the analysis. Beginning of the study, I was a teaching assistant at OU rather than public school teacher and had been out of the classroom for at least two years. Therefore,

there was some time to separate myself as a teacher and view myself as more of a researcher. However, the COVID-19 pandemic threw the economy into uncertainty including teaching assistant positions. I decided for financial security reasons to enter back into public school teaching after the shutdown of schools for the next school year. Though it provided financial security, it caused a delay in analysis as I also had to keep up with the demands of teaching in the classroom. Going back into the classroom and the delays in analysis could have allowed biasness to enter the analysis even though I tried the best to focus on being a researcher. The triangulation with former professor who was now an instructional coach for the district I work and a recent graduate of the same program as me guided my biases that may have affected the analysis. However, even with these limitations, this study does provide an exploratory insight into veteran teacher motivation and the need to better understand the nuances of the satisfaction of teachers' BPNs.

Conclusion and Implications for Future Research

The current study investigated the differences between each of the basic psychological needs and they type of self-determined motivations of veteran teachers scored: autonomous or controlled. The study determined the motivation of the veteran teachers through a quantitative survey and interviewed the participants about their basic psychological needs to further unpack the differences. The findings revealed there where subtle differences between the two types of self-determined motivation and how the teachers of each group handled challenges towards their basic psychological needs. Therefore, there are some limitations to the SDT framework that needs to be further examined.

The one finding was the way in which the two motivated groups handled challenges to the basic psychological needs. While the two groups did share some of the strategies used, the autonomous group listed more strategies and more personal, specific ways to handle them. This may have added to their resilience to overcome the challenges they face and remain autonomous in teaching and classroom management. Resilience may be an aspect that may need to be in consideration as to how the basic psychological needs are met, especially developing personal or general resilience for teachers. Currently, SDT framework does not include resilience or coping strategies to handle challenges in the research literature particularly the OIT and the BPNT. This component may possibly be an essential aspect to understanding what it means a basic psychological need is satisfied or not.

Another finding was the determination of the satisfaction of basic psychological needs is complex and needs to be further explored and understood. Within each basic psychological need, each veteran teacher was able to determine what areas that they were more satisfied or least satisfied. Therefore, even within each basic psychological needs, there are areas that are satisfying and other areas that are not, therefore, interacting with each other. This trend was the same regardless of type of motivation. Thus, future research needs to further investigate not only how these basic psychological needs are met or unmet, but also how and why they interact with each other.

According to SDT, to become more autonomous and intrinsically motivated, all three basic psychological needs (autonomy, competence, and relatedness) must be satisfied mainly through an environment that has autonomy supportive leadership (Deci & Ryan, 2020; see also

Deci & Ryan, 2008; Reeve, 2009; Deci, Olafsen, et al., 2017; Gokalp, 2021). Therefore, autonomy provides the value aspect of the task for the individual and connects the OIT motivation continuum to the basic psychological. For SDT, value comes in the form of internalizing the task as it becomes more intrinsic or enjoyable. Because the types of motivation were distinguished only between autonomous (includes some external motivation; identified regulated and integrated regulated) and controlled, the use of another motivational theory, SEVT, was used to distinguish the type of value and for triangulation purposes. The subjective value aspect of the SEVT was useful to determine and verify the type of value based on their interviews. The findings of this current study observed autonomy did not have a value aspect nor did those who were autonomous indicated they were satisfied with their administrator. For majority of the interviewed veteran teachers regardless of type of scored motivation, relatedness was the basic psychological needs that connected at least one other basic psychological need and provided the value aspect. This was contradictive to the SDT framework as well as studies who found that relatedness was the less significant basic psychological need (Schoofs et al., 2022; see also Dysvik et al., 2013; Deci, Olafsen, et al., 2017). This may be due to the relational nature of teacher, discussed previously, as building relatedness with students is an important aspect to have in the classroom to provide that autonomy support for student learning. Therefore, the idea of what means for an individual to be satisfied in a BPN needs to be further explored. This was observed with the study's participants as they were able to describe what they were most satisfied with and least satisfied with in a specific BPN. This spectrum needs to be further explained to fully grasp what it means for a BPN to be met. When there is a better understanding

of how these are met despite the challenges, all stake holders of public education would be better equipped to provide the necessary work environment to foster autonomous motivation. This leads to my next critique of SDT based on this study's findings.

This idea that motivation may be situational and culturally bound is why EVT is now called the SEVT (Eccles & Wigfield, 2020). Even though Ryan and Deci (2020) noted that the general effect of the satisfaction of the basic psychological needs is maintained across cultures, it may be more nuanced in the type of culture in terms of the profession and the way the needs related to individuals who chose the teaching profession. Those in pre-service teaching programs or know teachers in the field, may know the limitations they will face in the teaching profession. This understanding may buffer any autonomy challenges that may hinder its satisfaction and thereby, the satisfaction of other basic psychological needs. There are also studies who have indicated that there are two types of basic psychological needs: specific basic psychological needs and global basic psychological needs (Corbin, et al., 2023). Corbin et al. (2023) continued to explain teachers' specific basic psychological needs can vary over time. Therefore, future research needs to make some unique modifications to the framework of SDT according to the culture of the profession, while factoring in situational workplace issues such as the type of leadership, resources, and other factors.

In summary, there is a need to better understand the underlying details of the BPNs satisfaction and the relationship to the type of self-determined motivation. There needs to be a better distinction of determining how a BPN satisfaction is met or unmet as the autonomous veteran teachers of this group provided a unique story that it is more complex than just providing

teachers autonomy supportive leadership. There were some highly autonomous veteran teachers who indicated that the leadership of the school was not autonomous supportive while some controlled motivated veteran teachers indicated the leadership was autonomous supportive. So, there is a need to research more qualitatively to understand these interactions between the BPNs, the BPNs with the OIT of teachers, and situational-specific factors. Within the teaching profession, there needs to be future studies exploring the different levels of public schools such as there are differences between how BPNs and the OIT in elementary teachers, middle school teachers, and high school teachers as the workplace is different between these teachers. Another aspect to explore is if there are differences between BPNs and OIT between rural, suburban, or urban teachers as these workplace environments also differ. Another observation from the study was the differences between core teachers or those who teach required subjects like science, math, and English compared to those who were elective teachers such as drama or band. Each of these have different pressures placed on them even though they may work in the same school building. Therefore, the contextual situation of the workplace may have an impact on how these needs are met or what strategies are needed to be resilient amongst those unique work environments. Better understanding the details of teacher self-determined motivation and their satisfaction of BPNs will give stakeholders, policy makers, administrators at all levels, and pre-service educators ways to provide environments for teachers to thrive and sustain these challenges and retain them for a career which will make the learning environments more productive and effective for student achievement. By having a better, more in-depth understanding of teachers' motivation, pre-service teacher programs can provide not only the

pedagogy knowledge but also incorporate the resilient strategies that veteran teachers have developed and tailor to their specific needs or create programs geared toward a specific context such as rural or urban public-school districts. Not only will this be beneficial for the student's achievement, but it prepares future teachers for sustainable career in the classroom. For district administrators, they can create professional development unique to the needs of the teachers and the context of their work environment as well as the needs for where they are in their career trajectory. Therefore, by providing teachers what they need not only in resources to teach but to provide a work environment to thrive in all areas of the profession and as an individual, students will have a better opportunity to be successful.

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Appendix A

Recruitment Letter

Dear Educators,

My name is Laura Lewis. I am a doctoral candidate at the University of Oklahoma in the College of Educational Psychology. I am currently conducting a study on veteran teacher motivation using the Self-Determination Framework for my dissertation. The study's purpose is to better understand veteran teachers and what motivates them to remain in the classroom. I am inviting you to participate in this study if you 1) have at least 20 years teaching in a public K12 school classroom and 2) are currently teaching in the public K12 school classroom. The survey should take about XXXX minutes. Participation in the study is voluntary and you can end your participation in the survey at any time. Your identity will be anonymous and protected. If you chose to participate, please click the link to the survey and begin.

[Link to survey]

If you do not meet the criteria for the study and you know someone who does, please forward this email.

I greatly appreciate your time,

Laura Lewis
Doctoral Candidate
University of Oklahoma
College of Educational Psychology
Lewis1976@ou.edu
405.227.6226

Appendix B

Potential School List

District Names	School Names
Shawnee Public Schools	
	Shawnee High School
	Shawnee Middle School
	Jim Thorpe Academy
	Shawnee Early Childhood Center
	Horace Mann Elementary
	Jefferson Elementary
	Sequoyah Elementary
	Will Rogers Elementary
Bethel Public Schools	
	Bethel High School
	Bethel Middle School
	Bethel Upper Elementary
	Bethel Lower Elementary
Prague Public Schools	
	Prague High School
	Prague Middle School
	Prague Elementary/ECC
Grove Dependent School	
	K-8
South Rock Creek School	
	K-8
North Rock Creek School	
	Elementary
	Intermediate
	Middle School
	High School
Dale Public Schools	
	Elementary
	Middle/High School
Tecumseh Public Schools	
	Tecumseh High School
	Tecumseh Middle School

	Cross Timbers Elementary
	Barnard Elementary
	Tecumseh Early Childhood Center
McLoud Public Schools	
	McLoud High School
	McLoud Junior High
	McLoud Intermediate
	McLoud Elementary
	McLoud Early Childhood Center
Harrah Public Schools	
	Harrah High Schools
	Harrah Middle School
	Russell Babb Elementary
	Clara Reynolds Elementary
	Virginia Smith Elementary
Meeker Public Schools	
	Meeker High School
	Meeker Middle School
	Meeker Elementary

Appendix C

Semi-structured Interview Questions

Relatedness

1. What aspects of the relational dynamics (students, colleagues, administration, parents, & staff) do you feel most satisfied currently? Why?
2. What aspects of the relational dynamics (students, colleagues, administration, parents, & staff) do you feel least satisfied currently?
3. How do you handle those challenging aspects of relationships currently?
4. Thinking back throughout your career, what aspects of the relational dynamics have changed? How? Why?
5. Has the way you managed/handled those challenges changed? If so, how?

Competence

6. Working as a teacher includes many responsibilities, activities, and mental strengths. What aspects of teaching do you currently feel most confident? Why?
7. What aspects of teaching currently do you feel least confident? Why?
8. How do you currently handle those challenges?
9. Throughout your career, how has your confidence as a teacher change?
10. What has changed in how you handle those challenges throughout your career?

Autonomy

11. In what situations currently do you think you have more opportunities to make decisions or choices in your teaching?
12. In what situations currently do you think you have less opportunities to make decisions or choices in your teaching?
13. How do you currently handle those challenges of not being able to control or make choices in your teaching?
14. What has changed in how you handle those challenges to your ability to make your own professional decisions throughout your career?

Overall

15. What was the most important factor that makes you stay in the teaching profession?

16. What makes you keep motivated, learn, and grow throughout your career, despite challenges you addressed previously?
17. What advice would you give to a new teacher?

Appendix D

Background information and WTMTS Survey

Background Information: Circle or write the corresponding answer.

1. What is your gender?

Male

Female

Other: Please specify: _____

2. Total years taught: _____

3. Are you an elementary teacher?

Yes

No

a. If yes, what grade do you teach? _____

4. Are you a secondary teacher?

Yes

No

a. If yes, what level do you currently teach?

Middle School/Junior High

High School

Both

b. What subject(s) do you currently teach? _____

5. Which of the following best describes your school district?

Urban

Suburban

Rural

WMTST Survey

Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons. Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following work tasks.

Why are you doing this work task?

TEACHING

(e.g., presenting instruction, answering questions, and listening to the students' needs)

	Does not correspond at all	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds strongly	Corresponds very strongly	Corresponds completely
Because the school obliges me to do it.	1	2	3	4	5	6	7
Because if I don't carry out this task, I will feel bad.	1	2	3	4	5	6	7
Because it is important for me to carry out this task.	1	2	3	4	5	6	7
Because I find this task interesting to do.	1	2	3	4	5	6	7
I don't know, sometimes I don't see its purpose.	1	2	3	4	5	6	7
Because it is pleasant to carry out this task.	1	2	3	4	5	6	7
To not feel bad if I don't do it.	1	2	3	4	5	6	7
Because my work demands it.	1	2	3	4	5	6	7
Because I would feel guilty not doing it.	1	2	3	4	5	6	7

	Does not correspond at all	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds strongly	Corresponds very strongly	Corresponds completely
Because I find this task important for the academic success of my students.	1	2	3	4	5	6	7
Because I like doing this task.	1	2	3	4	5	6	7
I used to know why I was doing this task, but I don't see the reason anymore.	1	2	3	4	5	6	7
I don't know, I don't always see the relevance of carrying out this task.	1	2	3	4	5	6	7
I don't know, I don't always see the relevance of carrying out this task.	1	2	3	4	5	6	7
Because this task allows me to attain work objectives that I consider important.	1	2	3	4	5	6	7

*Why are you doing this work task?***CLASSROOM MANAGEMENT**

(e.g., handling discipline, applying the rules, and managing students' interruptions and conflicts)

	Does not correspond at all	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds strongly	Corresponds very strongly	Corresponds completely
Because I would feel guilty not doing it.	1	2	3	4	5	6	7
Because this task allows me to attain work objectives that I consider important.	1	2	3	4	5	6	7
Because it is important for me to carry out this task.	1	2	3	4	5	6	7
Because if I don't carry out this task, I will feel bad.	1	2	3	4	5	6	7
I don't know, sometimes I don't see its purpose.	1	2	3	4	5	6	7
Because the school obliges me to do it.	1	2	3	4	5	6	7
Because it is pleasant to carry out this task.	1	2	3	4	5	6	7
To not feel bad if I don't do it	1	2	3	4	5	6	7

	Does not correspond at all	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds strongly	Corresponds very strongly	Corresponds completely
Because I find this task interesting to do.	1	2	3	4	5	6	7
I used to know why I was doing this task, but I don't see the reason anymore.	1	2	3	4	5	6	7
Because I like doing this task.	1	2	3	4	5	6	7
Because I'm paid to do it.	1	2	3	4	5	6	7
Because I find this task important for the academic success of my students.	1	2	3	4	5	6	7
Because my work demands it.	1	2	3	4	5	6	7
I don't know, I don't always see the relevance of carrying out this task.	1	2	3	4	5	6	7

The 15 Items Assessing the Motivational Constructs for Each Task

Intrinsic Motivation

Because it is pleasant to carry out this task.

Because I find this task interesting to do.

Because I like doing this task.

Identified Regulation

Because it is important for me to carry out this task.

Because this task allows me to attain work objectives that I consider important.

Because I find this task important for the academic success of my students.

Introjected Regulation

Because if I don't carry out this task, I will feel bad.

Because I would feel guilty not doing it.
To not feel bad if I don't do it.

External Regulation

Because my work demands it.
Because the school obliges me to do it.
Because I'm paid to do it.

Amotivation

I don't know, I don't always see the relevance of carrying out this task.
I used to know why I was doing this task, but I don't see the reason anymore.
I don't know, sometimes I don't see its purpose.

Note. For the purpose of this article, we followed the back-translation procedure described by Vallerand and Halliwell (1983) to translate the original French-Canadian items into English.

Appendix E

Demographic information of Semi-Structured Interview Participants

Name	Score	Grade	Subject	Years	Age range	Trad/Alt/emg	Rural/Sub/Urban	Teaching score	Classroom Management Score
Rachelle	-13	6th-7th math	Sec-MS	21	50-59	Trad	Rural	-3	-10
Denise	-9	3rd	Elementary	31	60-69	Trad	sub	1	-10
Matt	-7	Sciences: Human anatomy, zoology, Physical science physics and environmental science	Sec-HS	37	60-69	Trad	Rural	0	-7
Robert	-4	Vocal Music	Sec-HS	34	50-59	Trad	sub	-1	-3
Carrie	-3	English, creative writing, speech and debate	Sec-HS	22	40-49	Trad	Rural	3	-6
Jennifer	-1	2nd	Elementary	27	40-49	Trad	Rural	2	-3
Steven	1	Government & African American History	Sec.-HS	35	60-69	Trad	Sub	-1	2
Amanda	2	6th	Elementary	41	60-69	trad	sub	-1	3
Cindy	3	ELA & Reading Remediation	Sec-MS	21	40-49	Trad	rural	3	0
Donna	6	Sp.Ed-contained	Sec.-HS	26	50-59	trad	sub	3	3
Dawn	9	PreAP/AP Bio	Sec.-HS	29	50-59	trad	sub	8	1
Susan	9	Kindergarten	Elementary	21	40-49	Trad	Urban	4	5
Tammy	11	5th	Elementary	23	50-59	trad	sub	6	5
Sarah	12	Choir	Sec.-HS	20	40-49	Traditional	Sub	11	1
Shelly	14	Math	Sec.-HS	21	50-59	Alt	Rural	11	3
Dean	17	Instrumental Music	Sec.-both	42	60-69	Trad	Rural	10	7
Diane	18	5th	Elementary	30	50-59	Trad	Sub	5	13
Michelle	20	Reading Specialist-6th-8th	Sec. MS	37	60-69	Trad	Sub	9	11
Lisa	22	Spanish	Sec-MS	21	40-49	Trad	Rural	14	8
Jamie	27	1st	Elementary	21	50-59	Trad	Rural	19	9

Participant Demographic narrative

Rachelle was a math teacher in a rural middle school. She has taught for 21 years at the time of the interview. She was certified through traditional pathway. She scored a -13 on the WTMST survey indicating controlled motivation overall with a score of -3 on the teaching sub-survey and -10 on the classroom management sub-survey.

Denise was a 3rd grade elementary teacher in a suburban school district. She has taught 31 years at the time of the interview. She was certified through traditional pathway. On the WTMST survey, she had an overall score of -9 with a score of 1 on teaching and -10 on classroom management sub-surveys.

Matt was a high school science teacher at a rural public school district. He taught human anatomy, zoology, physical science, physics, and environmental sciences and was certified through traditional pathway. He had taught 37 years at the time of the interviews. His overall

score on the WTMST was -7 overall. He had a 0 score on teacher sub-survey and a -7 on the classroom management sub-survey.

Robert was a vocal music teacher for 34 years. At the time of the interview, he was teaching at a suburban high school public school. He was certified through traditional pathway. He had an overall WTMST score of -4 with a score of -1 in teaching and -3 in classroom management.

Carrie was a high school English, creative writing, and speech and debate teacher at a rural public school. She had a traditional education degree and had taught for 22 years. She had an overall score of -3 on the WTMST with a score of 3 in teaching and -6 in classroom management.

Jennifer was a 2nd grade teacher at a rural public school. She was certified through traditional pathway and had taught for 27 years at the time of the interview. She had an overall WTMST score of -1 with a score of 2 in teaching and -3 in classroom management.

Steven was a high school Government and African American History teacher at a suburban public school district. He was certified through traditional pathway and had taught 35 years at the time of the interview. His overall WTMST score was 1 with -1 in teaching and 2 in classroom management.

Amanda was a 6th grade geography teacher in a suburban public school district for 41 years. She was certified through traditional pathway. Her WTSMT score was 2 with a -1 score in teaching and a 3 in classroom management.

Cindy was an ELA and reading remediation teacher at a rural public middle school. She had taught for 21 years and was certified through the traditional pathway. She had an overall WTMST score of 3 with a score of 3 in teaching and a score of 0 in classroom management.

Donna was a special education teacher who taught a self-contained classroom with the severe and profound disabled high school students. She taught for 26 years at a suburban public school and was certified through traditional pathway. She had a WTMST score of 6 with a score of 3 in teaching and a 3 in classroom management.

Dawn was a Pre-AP/AP Biology teacher at a suburban high school. She had 29 years of experience and was certified through traditional pathway. She had a WTMST score of 9 overall with a score of 8 in teaching and 1 in classroom management.

Susan was a kindergarten teacher with 21 years of experience at the time of the interview. She taught in an urban public school district and was certified through traditional pathway. She had an overall WTMST score of 9 with a score of 4 in teaching and a score of 5 in classroom management.

Tammy was a 5th grade teacher with 23 years of experience at the time of the interview. She taught at a suburban public school and was certified through traditional pathway. She had an overall WTMST score of 11 with a score of 6 on the teaching sub survey and a 5 on the classroom management sub-survey.

Sarah was a high school choir teacher at a suburban public school district. She had taught for 20 years and was certified through traditional pathway. She had an overall WTMST score of 12 with a teaching sub survey score of 11 and a classroom management sub survey score of 1.

Shelly was a 21-year high school math teacher in a rural public school district. She was certified to teach through the alternative pathway. She had an overall WTMST score of 14 with a score of 11 in teaching and a 3 in classroom management.

Dean was an instrumental music teacher at a rural public middle and high school. He was certified through traditional pathway and had taught for 42 years at the time of the interview. He had an overall score on the WTMST of 17 with a teaching score of 10 and a classroom management score of 7.

Diane has taught for 30 years. At the time of the interview, she taught 5th grade at a suburban public school district. She was certified through traditional pathway. She had an overall WTMST score of 18 with a teaching score of 5 and a classroom management score of 13.

Michelle was a reading specialist for grades 6th through 8th at a suburban public school district. She was certified through traditional pathway and had taught for 37 years. She had an overall WTMST score of 20 with a teaching score of 9 and a classroom management score of 11.

Lisa was a middle school Spanish teacher in a rural public school district. She had taught for 21 years and was certified through traditional pathway. She had an overall WTMST score of 22 with a score of 14 in teaching and a score of 8 in classroom management.

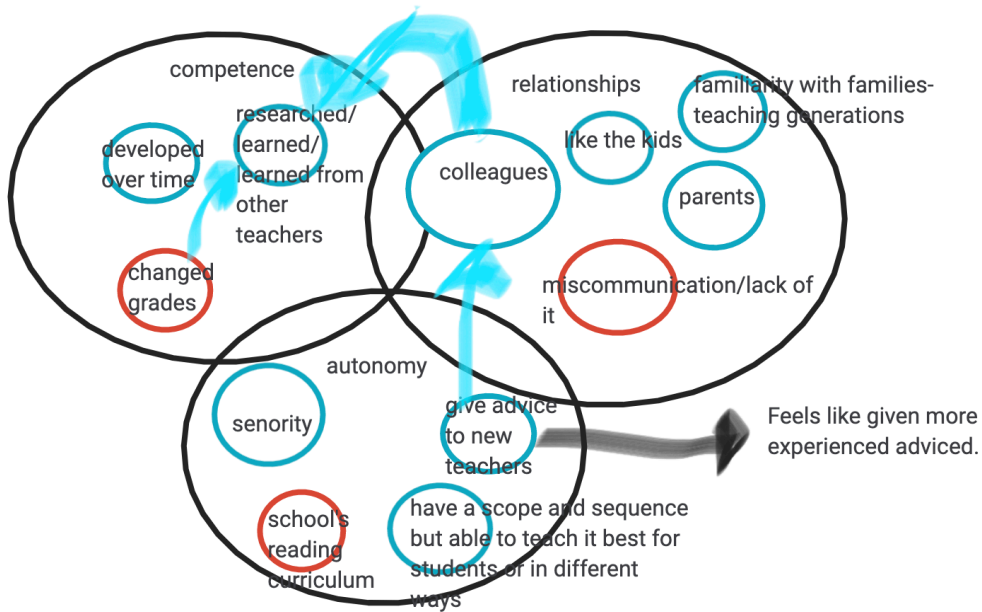
Jamie was a 1st grade teacher in a rural public school district. She was certified through traditional pathway and had taught for 21 years at the time of the interview. She had an overall score of 27 on the WTMST with a score of 19 in teaching and 8 in classroom management.

Appendix F

Autonomously Motivated and Controlled Motivated Participated Veteran Teachers' Profiles

Autonomous profiles (most to least)

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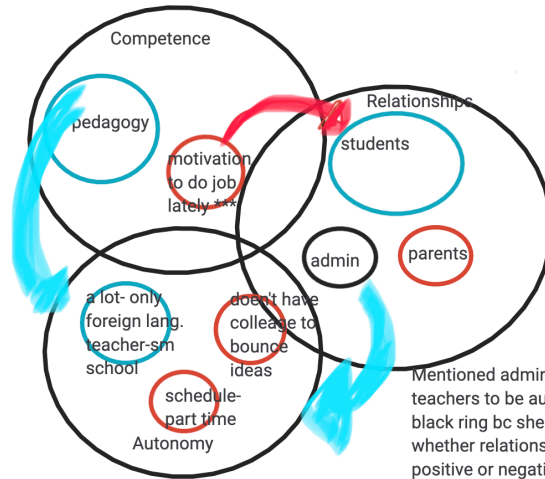


1

*** Not sure why but did mention COVID and distance learning affecting this bc its not as engaging

relies on students for pick me ups/reason to teach

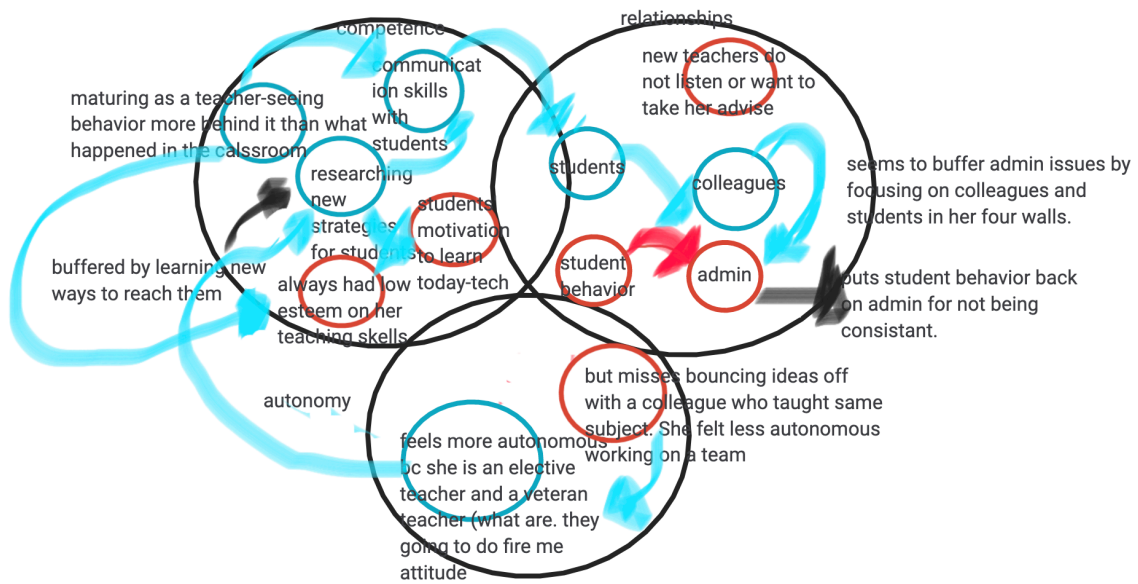
As she grew with experience/advance teaching degrees, realized that she had more autonomy than she thought she had. Also recognized part of teaching.



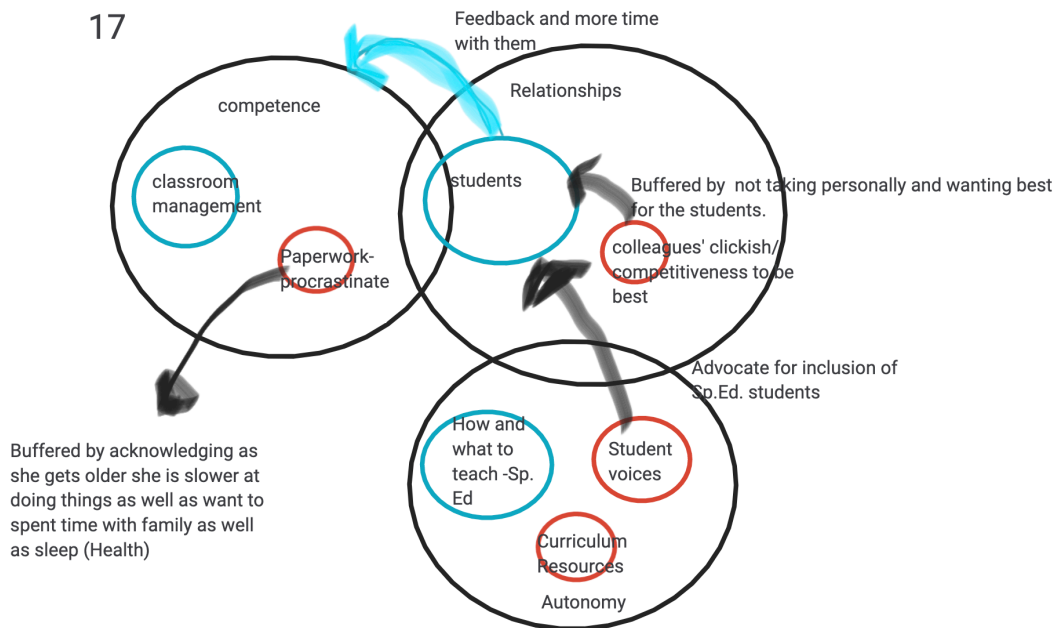
tries to find a balance bw having a parent who is a friend outside of school and have their child in class. Also keeps work and life outside of classroom separate.

Mentioned admin as supporting teachers to be autonomous. Put black ring bc she did not mention whether relationship was positive or negative-doesn't care whether like/dislike personally as long as respectful and recognize she is doing a good job.

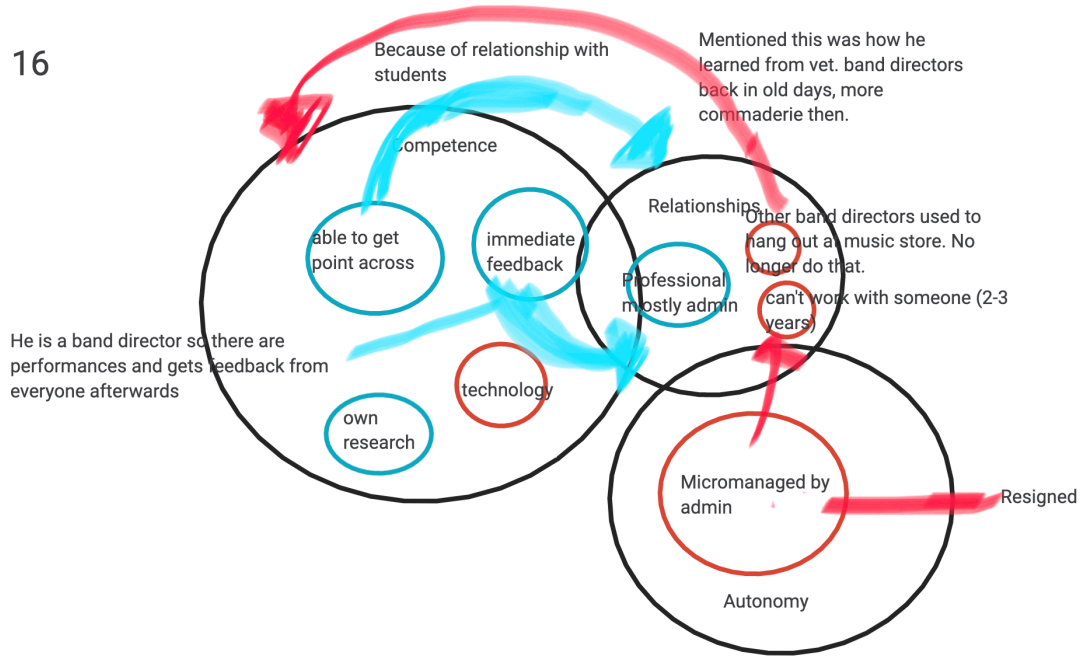
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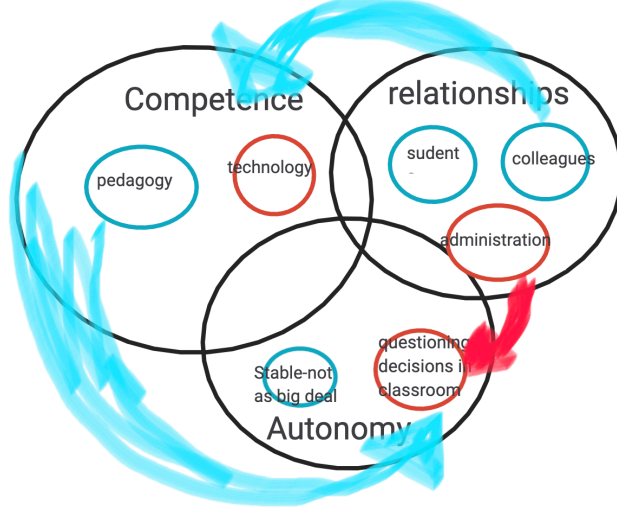
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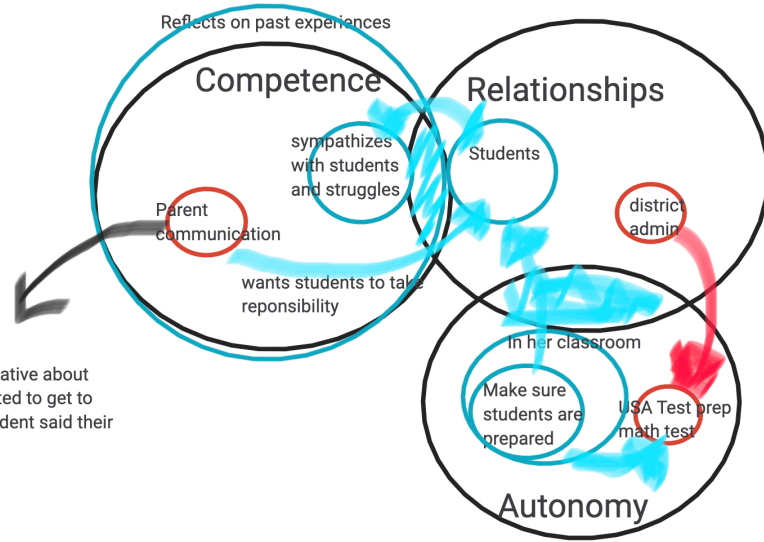
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She is observant and learns from mistakes of colleagues but also mentioned the support she gets from them

Her competence in herself buffers when these decisions are questioned and stands up for herself.



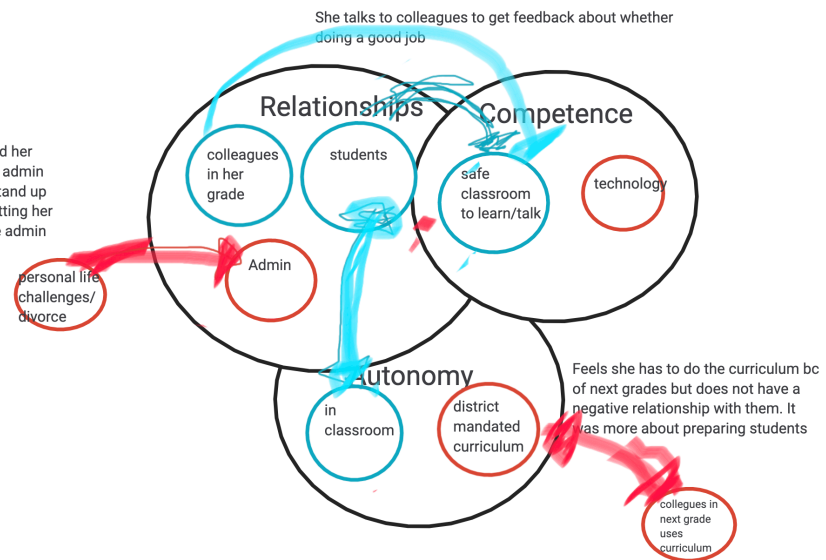
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Did not mention anything negative about parent relationships just wanted to get to them first with her side of student said their side.

Her autonomy seems to be consistent-perceived all building admin as supportive and treated as professional-considered herself lucky

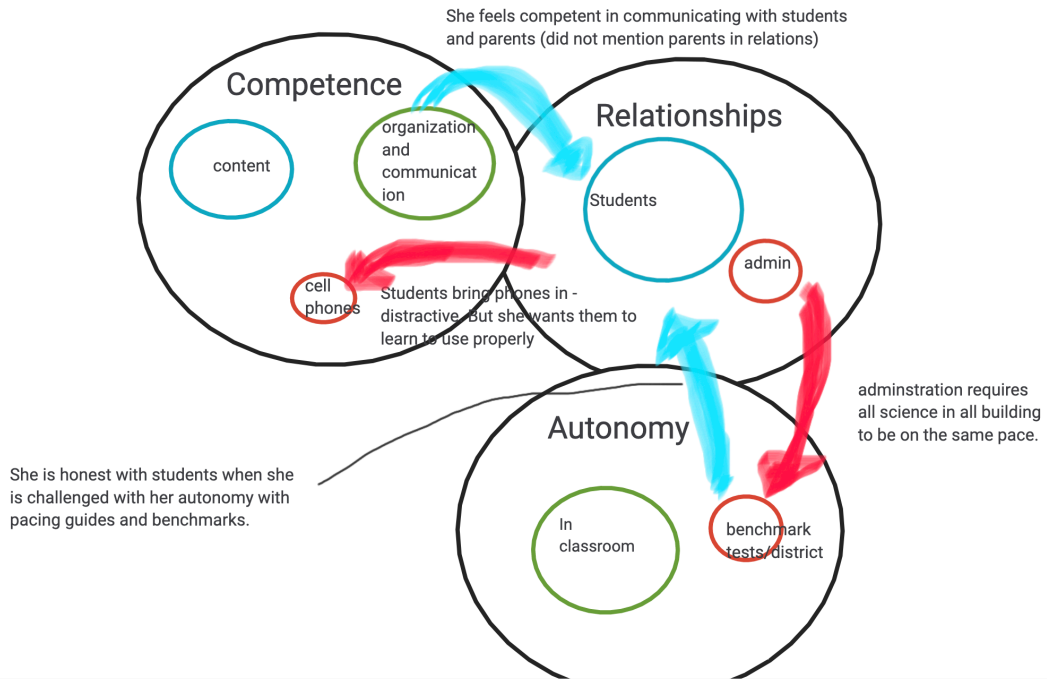
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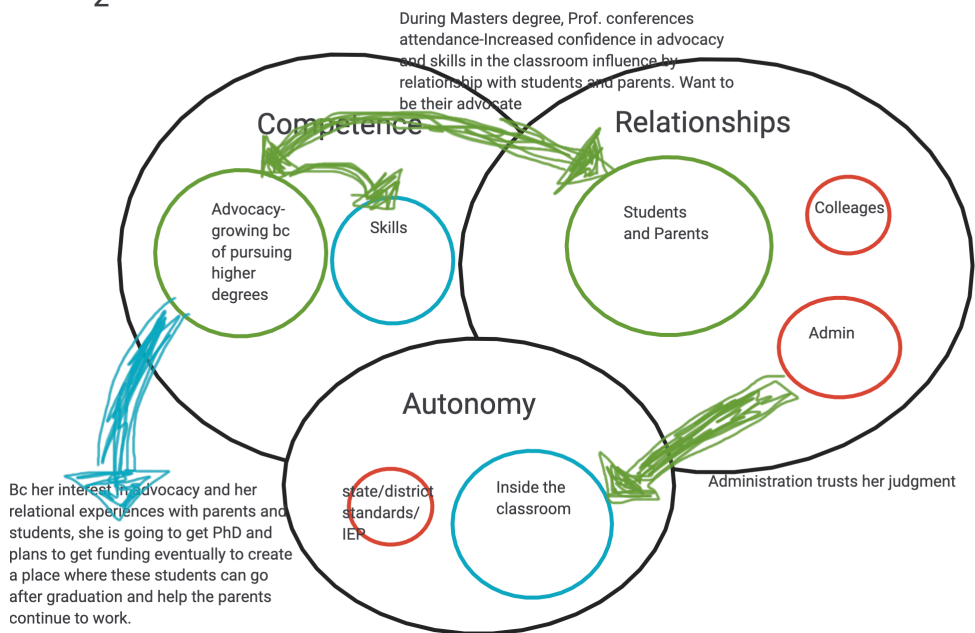
She went through a divorce this shattered her confidence in herself as a whole and the admin perceived her as weak and she did not stand up to things like she did. She is currently getting her confidence back and her voice which the admin does not like.

Feels she has to do the curriculum bc of next grades but does not have a negative relationship with them. It was more about preparing students

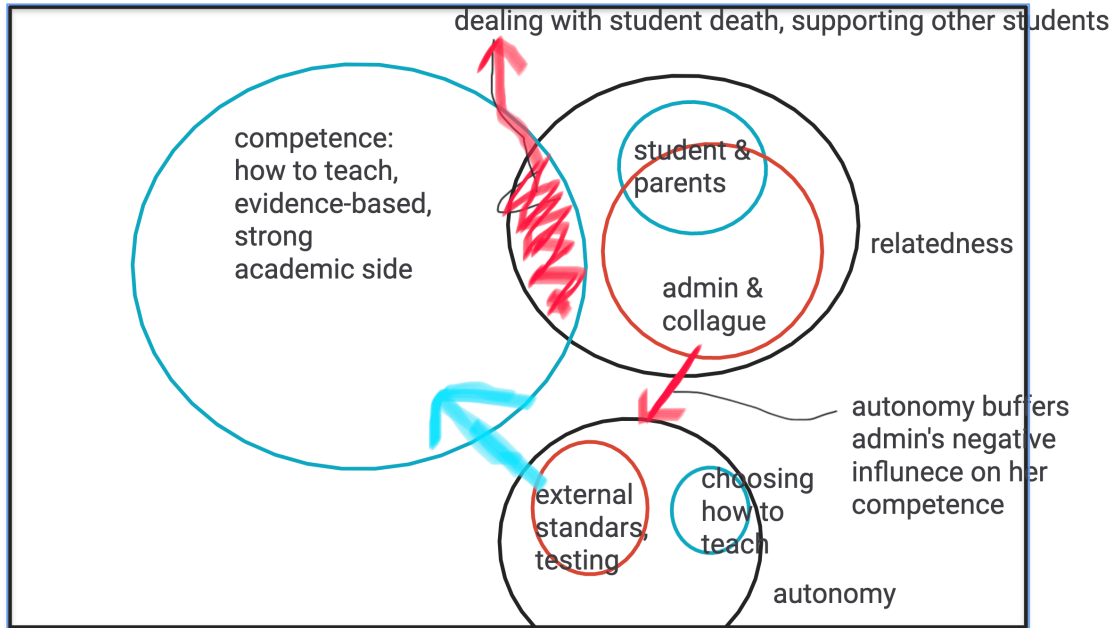
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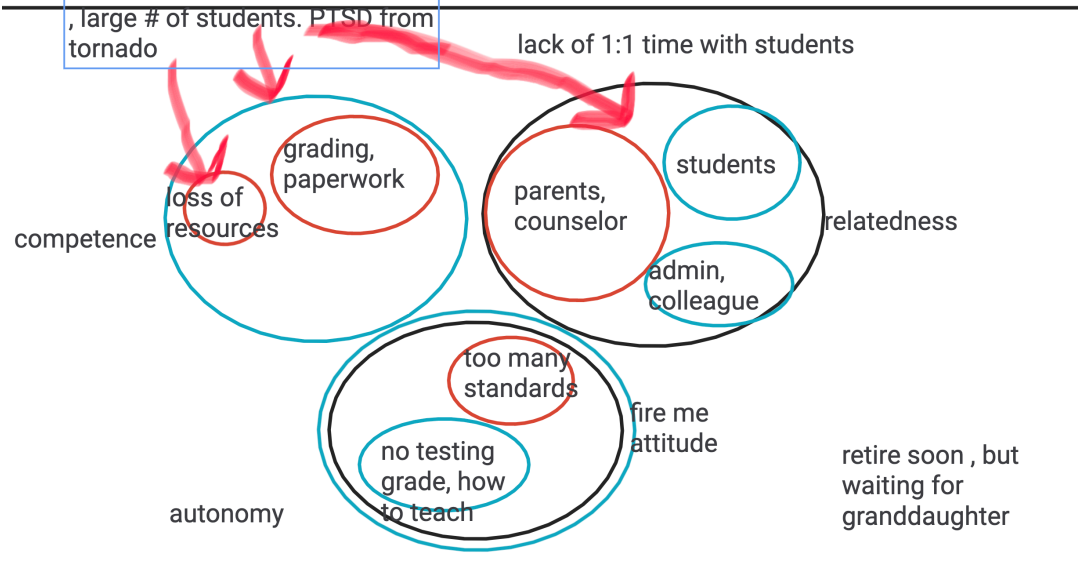
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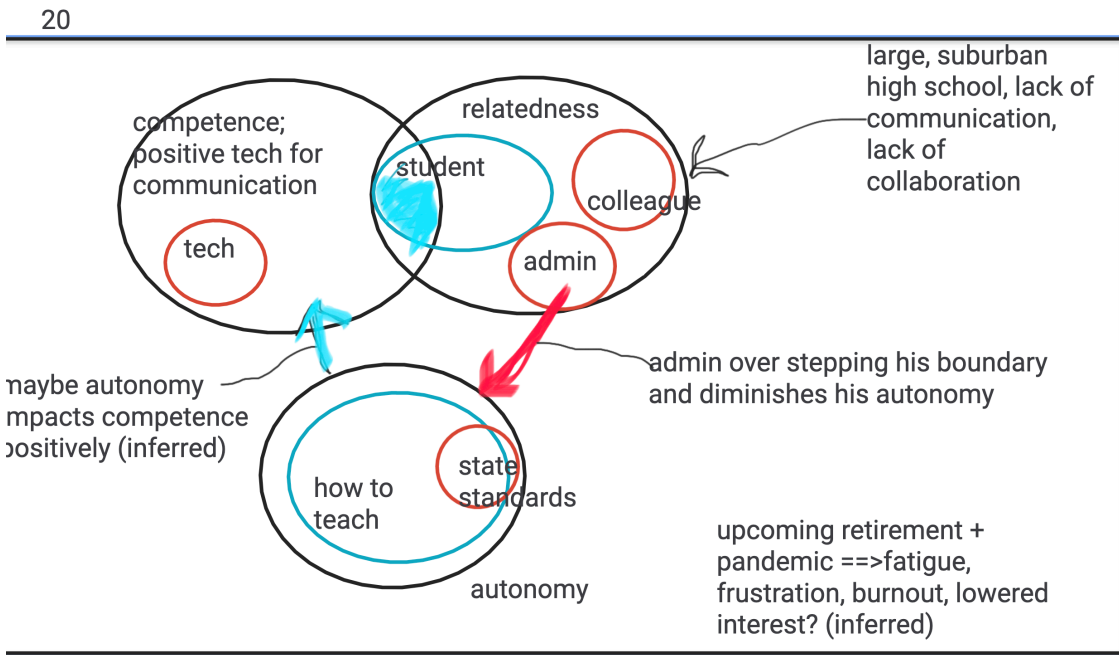


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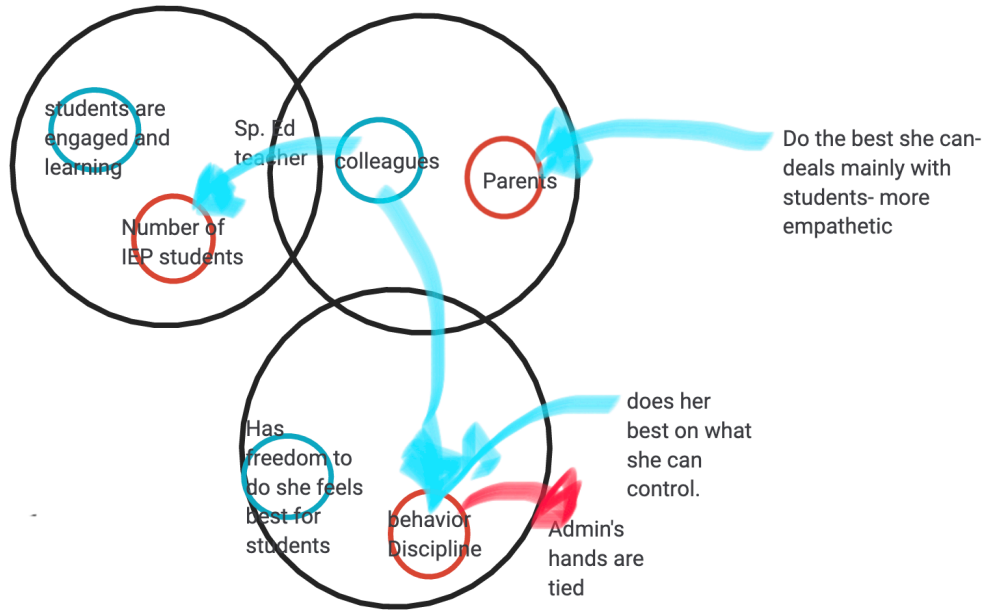
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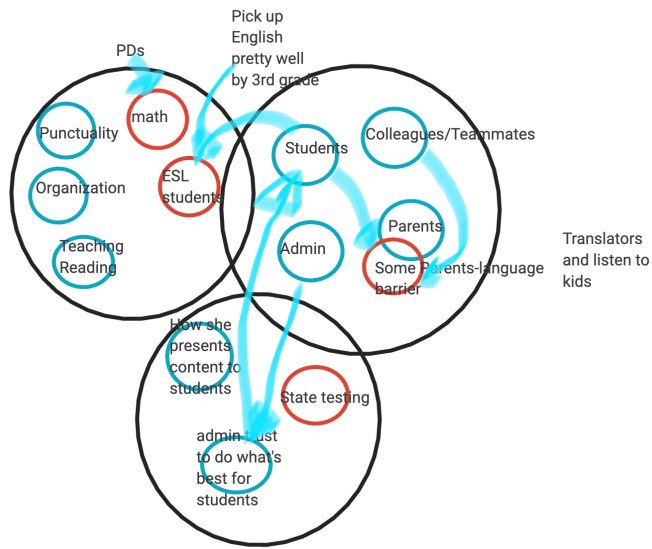


Controlled profiles (most to least)

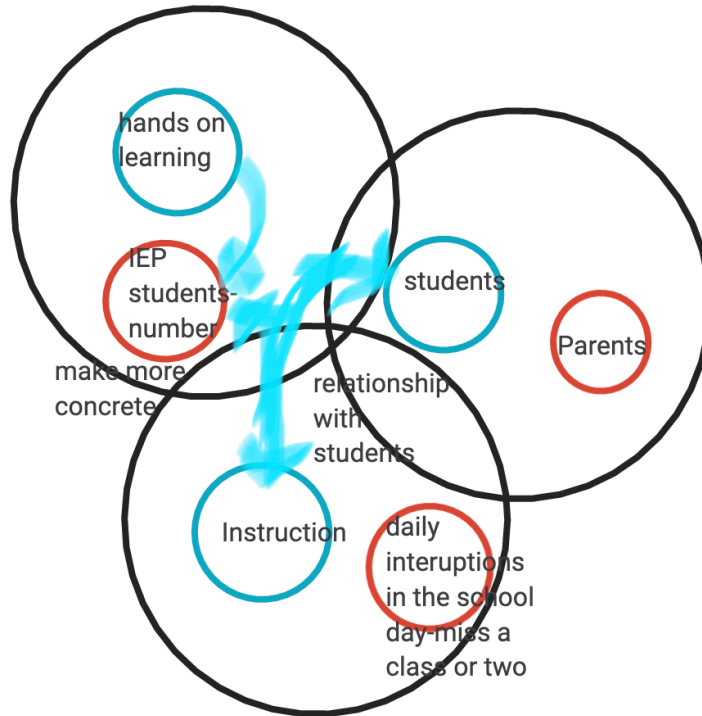
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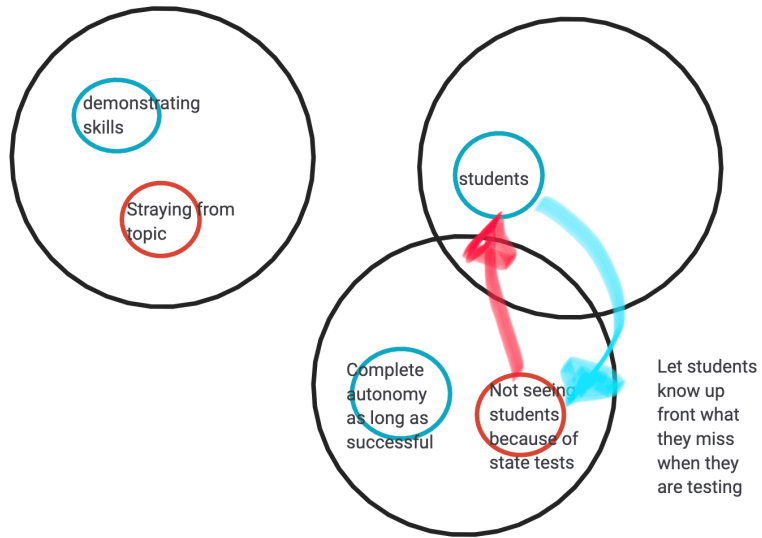
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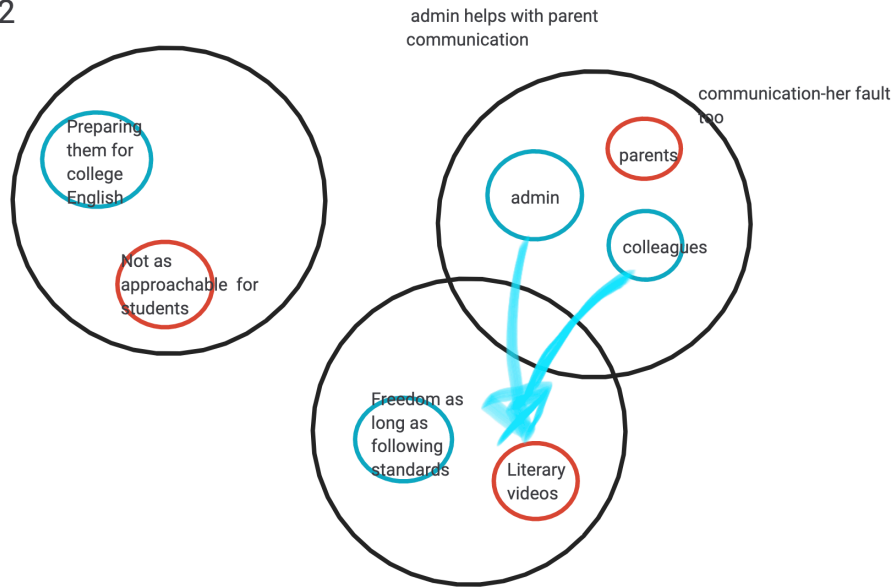
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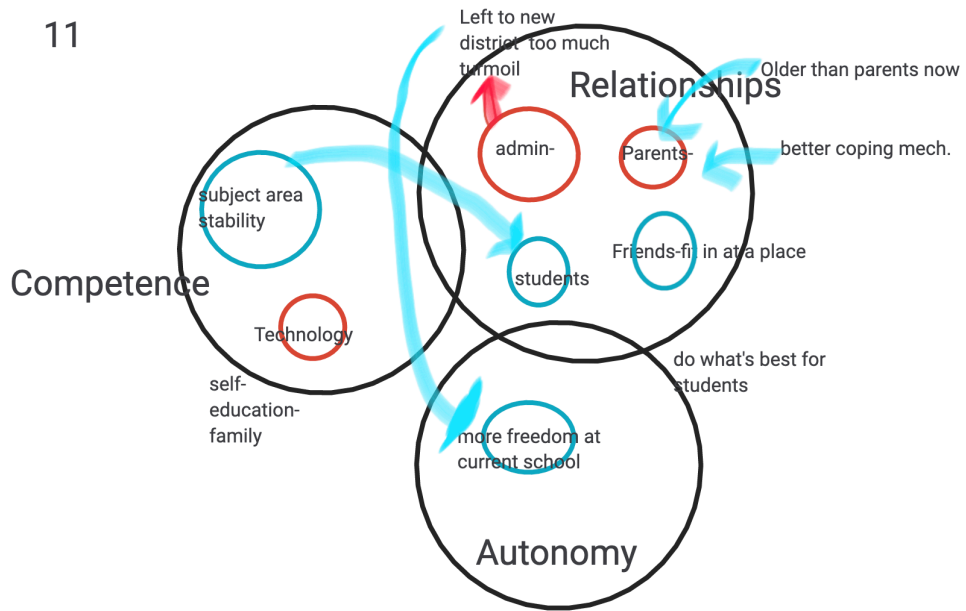
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Appendix G

Code Analysis for Research Question 3

Competence Codes

		AUTONOMOUS				CONTROLLED				
PARTICIPANT	QUESTIONS	LEAST	QUESTIONS	HANDLING/COPE	PARTICIPANT	LEAST	QUESTIONS	HANDLING/COPE	QUESTIONS	
Jamie	In general, feels competent in the classroom	As I grew, as a teacher became more confident, more and more of what kids needed and, and what worked and what didn't, then I was able to branch off more and more.	the class that I'm having right now is struggling with math and I really like all the STEM stuff and I have done several math, science integration things, but I would really like to know more about the, you know, the engineering part of it because I know that you're, you're really not supposed to just give them free play with, with manipulatives, which is what a lot of people do and caused	1. Be flexible. 2. I had to be flexible enough to bend and change with the group. 2. I've found myself needing to research something, you know, but I've become, you become a mini expert in, you know, like the one year I had a student was very, very intelligent that could not write had fine motor skills. And so, I mean, I researched OTPT dysgraphia, everything I could think of to strengthen and help that kids' confidence. 3. being open to new things	1. Content-stayed in same grade last few years. 2. More comfortable with age group	1. So in this particular district I've taught the same thing every year. I've taught, I've had the same teaching partner every year. I've taught at the school that I last to come to this one. Everybody got bounced around every couple of years. So I had taught everything from third grade to eighth grade in a	technology is probably my number one thing. Um, I don't feel like at my particular school that is something where we get a lot of extra training and certainly technology is changing all the time. And so I don't always feel competent to um, add as many new technology pieces to my classroom as I wish I could right now for example, is really trying time for teachers once we	1. Self-education, research. 2. Family better at technology learn from them get help. 3. Social media and certainly technology experience, becoming a parent.	1. I think I have to do a lot of self education. I cannot sit around and wait for my school to decide to provide those opportunities for me. I have to seek a lot of that out on my own. 2. Fortunately I have a daughter who is 13 and much more computer literate than I am and she is trying to teach me how to do some things. 3. And then I'm also in	
Lisa	1. Pedagogy 2. Drive 3. Wealth of knowledge and experience	1. my pedagogy is fantastic. I think my drive is fantastic and my actual wealth of knowledge and experience, um, I feel really confident in those things 2. I've had a lot of, um, life experiences able and I've had educational experiences, um, having taught and learned everywhere from pre-K up through, um, uh, doctoral students. So I	1. let's say that it has, that my motivation has changed over the years. And I'm not, I don't know exactly the reason why, but I mean, I sometimes I get out of bed and I go to work because I have to go to work and I like to, I like to be able to get out of bed and want to go to work because I have an exciting lesson that day or I'm, we're doing something cool. And some it's, it's hard to find that lately.	1. Upfront with students 2. Ask students, help get her motivated. 3. Search for a reason or purpose. 4. Reflect on past successes. 5. Look at student feedback rather than admin.	Carrie	1. Communication of expectations with students. 2. Preparing them for college (English)	1. I feel like, uh, because students always come back to me and say, you know, my college English classes were so easy because of what you did. And I think that my, my strings are really in, um, communicating their expectations of, you know, what they're going to face in college and	1. Not emotive. 2. Not approachable. 3. Some students may think she does not like them because she comes off cold	1. & 4. Growth & experience gained confidence through. 2. Never stopped learning. 3. Talked to others	1. had enough experience or, and I'm still gaining experience. 2. I've never stopped learning how to deal with different things 3. I talked to people about it, 4. my confidence was definitely gained quite a bit since, especially since my first year of teaching. But year after year I become just a, you know, a little bit better. I think I'm sometimes straying from the subject
Michelle	1. Communication with kids. 2. Caring heart. 3. Instruction	1. my communication skills with my kids. Um, my heart for caring because I do work with the lower reading kids, 2. the instruction of helping my kids become test ready, test prep. I've worked on that a lot this year, even though I'm on my way out shortly in the next year or so, I'm constantly reaching out and researching new ways to work with kids and looking at other	1. motivate kids is, is difficult now. Um, external motivation of kid. 2. if it's not, um, in a video game right now. Mmm. Well lots of bells and whistles. They don't want to even try it.	1. Be upfront about mindset to students' put responsibility back on them. 2. Show them their value.	Robert	1. Leading by example. 2. demonstrations	I feel more comfortable doing would be uh, uh, leading by example and, and you know, demonstrating skills that they need to do what they are to do accomplish great things. It's easier for me to show by example than anything where my son is pretty good at showing by example, but he's	Getting off topic	experience	1. I do lots of PDs for math, huge amount of PDs for math. Uh, I've gone to seminars and workshops and read books and everything cause I do want to stay up on the latest, uh, uh, research and knowledge and everything. So, and um, you know, I do my job, I, that's, that's my job, I talked to him quite a bit and you know, get ideas and suggestions from him and help from him. So we, he is our resource room. And so after I've taught, you know, this, the students are allowed to go to him to work, um, in the room with him, which helps. But it's still, it's just not a perfect situation and I don't
Diane	1. Classroom management	1. Classroom Management Mmm. This more and more when you learn that it's about relationship. L... If I get to know them and know their story, uh, I've learned that in the end, um, we'll do well together, yeah, I would say I've grown the most and, and still the most confident with classroom management.	1. motivate kids is, is difficult now. Um, external motivation of kid. 2. if it's not, um, in a video game right now. Mmm. Well lots of bells and whistles. They don't want to even try it.	1. Be a planner. 2. Learn best time to be most productive or effective.	Matt	Instructional learning	Keeping up with modifications of IEP numbers - high number	IEP plan, um, mainly because we have a very high number of kids on IEP and it's just hard to keep track of them all and they're all there and adaptations, all, we have a fairly good ratio of special ed teachers, but they don't really come down and help in the class. So it's really hard sometimes to be able to recall hopefully what each individual kid situation is. Yeah. And	3. Make learning concrete. 2. Try with best of your ability (4:15:2020 Matt, Pos. 72). 2. I tried to make it concrete.	
Dean	1. Confident in teaching skills. 2. Uses built relationships with students to get points across. 3. Gets immediate feedback about these skills from parents patrons (Band)	1. I can teach extemporaneously very, very well. 2. my relationships with students have always enabled me to be able to get my points across. 3. your patrons and your parents can see and can judge what you have done during the fall and each Friday night. So, so, uh, I feel pretty confident in those abilities.	1. Oh, aspects of teaching. I feel least confident with, uh, application of technology.	Research	Denise	1. Teaching reading. 2. Organization. 3. Punctuality	1. I feel really good, uh, confident in reading, teaching, reading. Um, that is a strong point for me. It always has been. In fact, I am a want to one of the mentors in my building. People come to me and ask me, um, about different parts of reading and they, um, also I'm always, always learning.	1. Language barriers. 2. Math	1. PD learning. 2. Get help from others. ELI teachers, start with basics 3. Don't get rattled so anyone-experience. 4. Belief she is a good teacher.	1. I do lots of PDs for math, huge amount of PDs for math. Uh, I've gone to seminars and workshops and read books and everything cause I do want to stay up on the latest, uh, uh, research and knowledge and everything. So, and um, you know, I do my job, I, that's, that's my job, I talked to him quite a bit and you know, get ideas and suggestions from him and help from him. So we, he is our resource room. And so after I've taught, you know, this, the students are allowed to go to him to work, um, in the room with him, which helps. But it's still, it's just not a perfect situation and I don't
Shelly	1. pacing content for students. 2. assessment of students. 3. Differentiation and content for students	1. I'm pretty good at pacing my students, um, after I figure out where they are. Um, very good. At pacing them and knowing where their weaknesses are and which ones I feel will be addressed, um, on their own if we pressed on. I'm very good at that. 2. my assessment of students and in my ability to teach um, and	I guess technology is a big one. There's a big shift, um, with, with each new generation of children. Um, it seems like every five to six years or so, a new wave of kids come through. It doesn't matter where, what state, what school, what age, doesn't matter. There's, um, a new, like a new kind of kid that, um, that are just a little different than the others. Um, and, uh, that the trend now is towards technology. What are you going to do to connect with these kids, um,	More confidence because of her experience over the years.	Rachelle	Engaging learning	IEP students-high number	1. Go to para and IEP teacher, but still not sure of the answer. 2. Talk to others to learn from them	1. I struggle with our, um, students with, um, on IEP with needs. Um, and it's not that I don't try to, you know, meet those needs and help them, but when my class sizes are the size that they are, it's really hard to meet the needs of them as well as the other students. So I think that's an area I really, really, I need help in. And I think across the board in schools, I think need to do a better job.	

Sarah	1. Adjusting lesson plan at last minute. 2. Day to day interactions	I've been doing it for 20 years and it'll never fly off the handle, you know, if I have a plan in mind, but then, you know, all of the A's are gone, then it doesn't take me any time at all to just print and come up with a new plan for the day. 2. I feel really confident about the day to day and I feel confident about, um, uh, interacting with my colleagues just because I've been there a long time and, and I understand where they're coming from.	Paper work	1. I got the detailed paperwork, I still have that and I've never become good at it. And luckily I have had co-teachers who are good at it, so they have saved me many times. But just all of the, you know, just the, the detail stuff of how did I order a bus for that contest. I can't remember if I did or not or things like that. I just, all these little details here that stuff.	1. Do paper work all at once. 2. Let students know how long you have been teaching, and treat their growth over time	1. Try to just do it all at once. Like, um, well now we don't fill out paper stuff for buses. I used to just sit down at the end of a year and then just fill out all the paperwork for buses that I would need for the next year. And then, um, so I'd do it all at once, I feel pretty good about it. And I, I do that now too with POs and all that kind of stuff. Like I know I'm going to spend money with these 19 vendors next year, so let's just go ahead and do it all at once. So that helps, if I have to remember in the middle of a year, um, I do some that that. So I know that if I get it done early then I, I do better. 2. just knowing that I can stand in front of a group of kids and say, I've been teaching for 20 years, and that's been through my career is you have to be on top of it. So if there's a situation or something that comes up in the classroom, you don't want that kid going home and telling their side of the story until you come. You know, you want to be reaching out and connecting that parent and letting them know what's going on before the kid can get home. And, you know, cause we all know, I mean, you were a kid, I was a kid. You're going to tell the story and make you look good, you know? So, um, so that was, that's been my most successful is so, if there is a situation, maybe that parent as quickly as
Tammy	1. Know students weaknesses/struggles. 2. Similar background as students- understand where they are coming from	1. Probably just being able to, um, know what my students are struggling with and how to help them. 2. I was not a great math student as a student and when I started teaching math I understood where those kids were coming from a lot of times. And I think that's helped me through the years, be a better teacher. Um, so probably just that seeing where the kids are having trouble and being able to go in and help them.	Parent communication	Probably parent communication, I, um, this is a joke I've always made. I've always wanted to teach at an orphanage cause you didn't have to deal with parents. [laughing]. So that's, um, I work really hard on that, but it's not something that comes naturally to me. I, um, I kind of want the kids to take responsibility for themselves and you know, so,	1. Be on top of things. 2. Remember overcame past challenges- learn what to do and not do.	1. one of the things that I've learned through my career is you have to be on top of it. So if there's a situation or something that comes up in the classroom, you don't want that kid going home and telling their side of the story until you come. You know, you want to be reaching out and connecting that parent and letting them know what's going on before the kid can get home. And, you know, cause we all know, I mean, you were a kid, I was a kid. You're going to tell the story and make you look good, you know? So, um, so that was, that's been my most successful is so, if there is a situation, maybe that parent as quickly as
Susan	1. Make learning fun. 2. Make the classroom safe and like a second home.	1. Probably in my ability to make learning fun for the kids and make the classroom a safe place for them. 2. That's one of the things that I always have tried to do is make the classroom kind of like second home forum and a place where we nurture. We treat each other and you know, we have quotes that the kids know how to finish now mistakes are proof. Your trying you know, we always, you know, have these little sayings that help us. I think probably my, that's probably what I would consider my strength is,	Technology	1. I'm technically challenged. So, um, it, it probably is the area that I could be doing that. Um, I get nervous and scared that I can't, that things are going to flip because even when you know what you're doing, you sometimes technology flips on you. 2. And it's so frustrating whenever you've got it all planned out and then the technology fails and then you're like, okay, and I'll let you know, 24 kindergartners are staring at you. "Like, What's So, What do we do now?" [in a kindergarten's voice]. Even on a good day, technology sometimes hates me. So I would say probably that I feel like there's, it's going so quickly, it's hard for me to keep up with it. And even though I'm	1. Chocolate. 2. Talking to someone 3. Taking a moment 4. Be around positive people- praise you	1. It's like tight-see, boy chocolate. Those are good things for me. 2. Talking to someone and just kind of venting and getting it out helps, you know, go in to your colleagues and be like, Oh, this is a government making me do this. And, you know, having someone who can relate to it and help you out a little bit. 3. sometimes just taking that moment to just, ah, peacefully, you know, that can help you feel less overwhelmed. 4. But having people around me who, you know, give me that positive feedback, or one of those people that needs that, if you're not, if you're not, if you're not, if you're not, if you're not, then I'm just assuming that I'm not doing enough. So having people in my life who are like, who, who noticed
Dawn	1. Organization. 2. Communication	1. I would say probably organization, I'm very organized and um, have a routine and with the remote apps and some of the new technology where you can send that information out to mass quantities at one time, I think that makes a huge difference. So I feel organization is probably my strength. Um, just communicating with the kids, you know, constantly through remote apps and letting them know this is due, you know, keeping, uh, a greater tab on them through social media.	1. Closure	probably my closure, uh, in my closure because a lot of times towards the end of class, like that last 10 minutes after I'd done my lesson and it's kind of work time. I do touch base with each table kind of individually as I'm walking around, but I don't really have a okay class. Do you remember like these three items? I do sometimes, but I don't feel like I am good at closure. Like at a closing statement or like an exit. Like I don't do exit tickets and I know a lot of teachers do that and I think I could be better at that. Like something I could work on to get better at. I have beginning operators and I'm good at that, but not really closing.	Just teaching long time experience and growth	1. I know I've been teaching it for a long time and I feel confident in the content I need to give them and what they need to know, what the standards are, and all that. I feel like pretty confident with that. I guess, 2. we're more comfortable with your content. And so when kids ask you questions, I feel like you can at least have a good direction or say, um, this is what I know. Let's look up more what we know. And you could still do that when you're younger, but I still feel like my content. I feel like I've been teaching it for a long time and I feel confident in the content I need to give them and what they need to know, what the standards are, and all that. I feel like pretty confident with that. I guess.
Donna	1. Patience. 2. Advocacy for her students- district, state, and national level.	1. patience...with everyone. Not just the students, but just having that patience, taking that deep breath before you react. [Try to think of how...[Dot load self-talk]] 2. I think my advocacy has gotten stronger. Um, as I had learned more complex my matters and getting involved in some leadership roles in professional organizations. So I think my advocacy is stronger, so I'm not afraid to speak up for what my students need.	Doesn't feel least confident	I don't really feel less confident necessarily in myself. I think not having time to collaborate and communicate, but that's not on me. That's just in general. There's no time for teachers to, to get together. (3.11.2020anna edited, Post. 92)	1. Network outside of building, colleagues, etc. 2. Family support. 3. Just get it done.	1. I've been able to network and attend more conferences and when you're at conferences you find out that you're not alone, that it's not just your school or your district or your state, it's everywhere. Especially when dealing with this population of students. So that's made me feel better. I've had people I've presented at conferences and I've had people thank me afterwards for my knowledge from my years of experience. I never feel like I'm really saying anything major, but they take it, they take something away from it. So I think that's helped me grow my confidence and my advocacy.
Cady	Learning is valuable no busy work.	making sure that everything we do has a value for learning. We don't ever, we do not do busy work. We don't, and my students would even tell you Ms [inaudible], does not do busy work, but everything we do has a, um, a learning goal and task. And I think I'm good at making sure that that takes place.	1. Handling pressure of state testing	1. I would say handling the pressures that are demanded by. The change in teaching. I don't handle it, I do not handle the fact that state tests, state assessment, I don't, I'm not against assessing our students in their benchmark capacity, checking for progress and growth or even maintenance sometimes because if you really look at the neurobiology of a child learning process junior high, the age that I have, if you can maintain their skills, that's usually far better than showing any kind of progress because progress and end up down, whatever you want to say	1. Gets grumpy and bitter. 2. Work with students to figure out why a lesson did not work for them.	1. I don't handle that well at all because I'm angry and about it as testing season approaches. Every year I get worse and worse and I try hard not to, but I get busy and grumpy. 2. And if it didn't work out well, I'm confident that that, you know, I'm not gonna talk about it or you know, we'll just move on and be confident about something else. But now sometimes I feel overly confident about something and if it doesn't work out, I found that it helps. If I just admit that to the kids and say, man, I was really confident this gonna be a good thing and we found some problems with it, so let's wrap up 2.
Amanda	1. strength and weakness of students. 2. using different learning modalities 3. content	1. I feel pretty competent in knowing what my kids are supposed to learn and I feel confident. 2. try to use lots of different learning modalities to teach 3. I feel like I know the strengths and weaknesses of my students	1. So many students in class hard to understand them less time to spend one on one	I struggle sometimes with the fact that we have so many troubled kids and you know that there's a reason why that kid's just sitting there doing this, [put head on table] but I have to move on. And then you don't, the only time it seems like you get to spend time one-on-one with a student is when you've had to put them out in the hall because they were pain in the ass and not other choice.	1. Grade papers in class. 2. Talk with husband former educator	1. I've gotten to where I, we, when I'm looking at an assignment, I'm thinking I plan when we've graded in class together and we graded in class together. And then, I mean, I still got, I don't just look at the number of the kid put on the paper, I have to go back through and, and check it and analyze. Um, but I have to plan, just incorporate that into our class time. 2. y husband's a retired, he retired five years ago. Um, he taught high school, [laughed] excuse me. And, um, he's like, you know, the pillar of
Seven	Teaching skills with own students 2. Just enjoyed teaching	Just teaching in the classroom, I guess. Um, you know, I mean obviously we have responsibilities. We have to be in it. Um, I'm always been good at that. I mean, I'm, you know, I mean, whether it's lunch duty or whatever it is, you know, that you have to do that. Uh, I just, my just, you know, I always feel more the most confident or the most secure in my own classroom, my own students. 2. I'll be 35, so, so I could have retired a while back, but, but anyway, I just, uh, I've always	Technology	learning new technology and a new new, uh, you know, new guidelines, et cetera, you know, I mean, just having to adapt to new, new things as they come, come as you and down the road. I got just one more year to go and then I'll be done. So.	Experience, teach longer, relationships help	1. be longer you teach, I just think you feel like have more control of what you do and, and, um, discipline wise, that other stuff, you know. 2. to know, just from experience, you know what I mean? I've moved to different, I've taught some different schools and you know, I'm always there, when you go to a different school you have to go through their orientation. You know, and thinking, I mean I've done this for 20 years, but you know, you just have to go through the process but just becoming more confident cause you're, you know, I mean I think teachers are more confident around kids that age cause

Teaching skills		Most Competent			LEAST COMPETENT		
Internal attributes	experience (NON TEACHING)	Outside professionalism	Specific Content/ teaching skill	Internal attributes	Students' attributes	Technology in the classroom/integrating in lesson	External attributes of the classroom
Jamie In general, feels competent in the classroom			Math and STEM				
Lisa Pedagogy	Experiences			Intrinsic motivation			
Michelle Communication with students	Drive Wealth of knowledge Caring heart				Student motivation		
Diane Classroom management					Paper work	Technology	
Deen Teaching skills Use built relationships with students to get point across							
Shelly Differentiate instruction							
Sarah Day to Day interaction					Paperwork	Technology	
Tammy Know student's weaknesses and strengths Work beyond to reach students to learn math					Parent Communication		
Susan Make learning fun make classroom safe like 2nd home for students to learn						Technology	
Dawn Communication with students	Organization		Closure of content taught				
Donna Patience		Advocacy for students through professional organizations and within district, building, state, and nation					
Cindy Valuable learning Strengths and weakness of students				handling demands of teaching such as state testing			Too many students-issues with grading and one on one learning
Amanda Different learning styles Coaching							
Steven Teaching skills	Enjoys it					Technology	
Jennifer Content Compatible with age group						Technology	
Carrie Communication with students in the classroom				No emotive, Not approachable, comes off cold rather than nurturing			
Robert Preparing for college Example Demonstration			Getting off topic from lesson				
Mart Instructional Learning			Keeping up with IEP students modifications				
Denise Teaching Reading	Organization		Knowing students has a barrier				
Rashelle Learning engagement	Punctuality		Keeping up with IEP students modifications				

Competence Handling of Challenge

PARTICIPANT	Quotes	Handling/Cope	Handling/Coping	Quotes	PARTICIPANT
Jamie	1. you had to be flexible enough to bend and change with the group 2. I've found myself needing to research something, you know, but I've become, you become a mini expert in, you know, like the one year I had a student was very, very intelligent that could not write had no fine motor skills. And so, I mean, I researched OTPT dysgraphia, everything I could think of to strengthen and help that kid's confidence. 3. being open to new things 4. talking to other teachers to talk to somebody else's, been there. That's a great way to learn.	1. Be flexible. 2. research what you don't know. 3. Be open to try new things 4. learn from other teachers.	1. Self-education, research. 2. Family better at technology learn from them get help. 3. Social media 4. Growth, becoming a parent.	1. I think I have to do a lot of self education. I cannot sit around and wait for my school to decide to provide those opportunities for me. I have to seek a lot of that out on my own. 2. fortunately I have a daughter who is 13 and much more computer literate than I am and she is trying to teach me how to do some things. 3. And then I'm also in some Facebook groups and forums for teachers, not just for me about it States, but from all over the world and I'm trying hard to learn from them.	Jennifer
Lisa	1. I can be really upfront with them and I'll, you know, at the start of the day, I'll tell them, I really am lacking. I, I'm lacking the motivation. It's, I'm not feeling it right now, 2, I'll, you know, at the start of the day, I'll tell them, I really am lacking. I, I'm lacking the motivation. It's, I'm not feeling it right now, so you guys have to get me really engaged. You guys have to really participate or something to get me feeling like I got out of bed for a reason. Um, so I, and I do that with, we're doing our classes on zoom now and I say, give me something, give me something to make, you know, even though I wasn't excited to get out of bed and I didn't have that motivation, give me something that says, huh, well now	1. Upfront with students 2. Ask students to help get her motivated. 3. Search for a reason or purpose. 4. Reflect on past successes. 5. Look at student feedback rather than admin.	1. & 4. Growth & experience gained confidence through. 2. Never stopped learning. 3. Talked to others	1. Had enough experience or, and I'm still gaining experience. 2. I've never stopped learning how to deal with different things 3. I talked to people about it 4. my confidence was definitely gained quite a bit since, especially since my first year of teaching. But year after year I become just a, you know, a little bit more confident in what I'm doing just because of the experience. And, you know, now I have students whose parents I had in class. So, you know,	Carrie
Michelle	1. I really stressed with them cause we're talking about mindset in my room. It's their mindset to really want to learn. I can't change that mindset, putting it back on them and showing them that I care, that I truly care that I want them. It would break my heart. I told him my eighth graders, if a year from now, one of them had dropped out of high school already, but it would break my heart and they were like my fault. Really? I said, yeah. (Michelle Edited, Pos. 60). 2. to see them where they feel valued and that. Hey, she struggled with, she was an early reader and she's teaching me now and that I buy into, um, and that I, that's try. I shoot, especially with my eighth graders. You, your behavior to mask your lack of training, not that I'm going to school and because I'm a wife with two busy young men, uh, I have a planner. Um, so I have to write everything down and to learn that my best time of day is from five to seven, seven 30. That's my most effective time early in the morning when no one else is up and I get most of my work done and so I pace it out so I can put as much in the	1. Be upfront about mindset to students/ put responsibility back on them. 2. Show them their value.	experience	Cause a lot of what we do is reacting to how talented the kids are we're working with or how fast can they accomplish that. See if to change planning by planning change and telling judge ed lib as she does sometimes to what's going to make it better on the, on the go and the bag of tricks is better the older you get and you kind of understand kids better, how to handle, whether it be discipline or just pacing of the class. He can get them up and down and not doing anything super new or younger.	Robert
Diane	1. I really stressed with them cause we're talking about mindset in my room. It's their mindset to really want to learn. I can't change that mindset, putting it back on them and showing them that I care, that I truly care that I want them. It would break my heart. I told him my eighth graders, if a year from now, one of them had dropped out of high school already, but it would break my heart and they were like my fault. Really? I said, yeah. (Michelle Edited, Pos. 60). 2. to see them where they feel valued and that. Hey, she struggled with, she was an early reader and she's teaching me now and that I buy into, um, and that I, that's try. I shoot, especially with my eighth graders. You, your behavior to mask your lack of training, not that I'm going to school and because I'm a wife with two busy young men, uh, I have a planner. Um, so I have to write everything down and to learn that my best time of day is from five to seven, seven 30. That's my most effective time early in the morning when no one else is up and I get most of my work done and so I pace it out so I can put as much in the	1. Be a planner. 2. Learn best time to be most productive or effective.	3. Make learning concrete. 2. Try with best of your ability	1. I understand that things will, as long as no overreact or under react as long as you try to handle it in the best of your ability. (4.15.2020 Matt, Pos. 72). 2. I tried to make it real concrete.	Matt
Dean	I feel like I get into a situation or I'm not so confident, I tried to research and learn more about the situations where I can be more confident. You know, knowledge is power, knowledge. It's also confidence.	Research	1. PD learning. 2. Get help from others, ELL teachers, start with basics 3 Don't get rattled anymore-experience. 4. Belief she is a good teacher.	1. I do lots of PDs for math, huge amount of PDs for math. Uh, I've gone to seminars and workshops and read books and everything cause I do want to stay up on the latest, uh, research and knowledge and everything. So, and um, you know, I do my job. I, that's, that is my job to stay on top of that 2. So as far as the students, um, that don't speak, uh, English, I have not had that happen yet to me. I've had them with limited, but you know, we, uh, we have an ELL teacher and I do use her as a resource. Uh, we, uh, you	Denise
Shelly	1. my confidence is definitely like to say like my decision making in regards to grading practices, um, discipline practices, I guess those two most of particular, um, my confidence in those has definitely gone up. Um, as a result of my profession 2. last year kid said to me at the very last day of school, um, saying I marked him absent on a certain day and I said, you were absent, but now my dad's gonna get mad at me. You can't, you can't let them get mad at me. And they sent me a remind message. I'm like, I, I, um, he's like, you've got to go back in and change it. Change it to say that I was there. I said, uh, I can't do that. You know, in the past I might have said I might've beaten myself up. I probably would have still never changed it	More confidence because of her experience over the years.	1. Go to para and IEP teacher, but still not sure of the answer. 2 Talk to others to learn from them	1. Um, I, uh, our special ed, um, teacher and her, his para, um, I talked to him quite a bit and you know, get ideas and suggestions from him and help from him. So we, he is our resource room. And so after I've taught, you know, this, the students are allowed to go to him to work, um, in the room with him, which helps. But it's still, it's just not a perfect situation and I don't know what the answer is. (Rachelle.4.1.20, Pos. 54). 2. my teacher friends, you know, to go to and talk to and I guess, you know, to be the one there to say, you know, um,	Rachelle

Sarah	1. I try to just do it all at once. Like, um, well now we don't fill out paper stuff for buses. I used to just sit down at the, at the end of a year and then just fill out all the paperwork for buses that I would need for the next year. And then, um, so if I do it all at once, I feel pretty good about it. And I, I do that now too with POs and all that kind of stuff. Like I know I'm going to spend money with these 19 vendors next year, so let's just go ahead and	1. Do paper work all at once. 2. Let students know how long you have been teaching and trust them/ growth over time
Tammy	1. one of the things that I've learned through my career is you have to be on top of it. So if there's a situation or something that comes up in the classroom, you don't want that kid going home and telling their side of the story until you come. You know, you want to be reaching out and contacting that parent and	1. Be on top of things. 2. Remember overcame past challenges- learn what to do and not do.
Susan	1. It's like right now, buy chocolate. Those are good things for me. 2. Talking to someone and just kind of venting and getting it out helps, you know, go in to your colleagues and be like, Oh, this is government making me crazy. And, you know, having someone who can relate to it and help you out a little bit.	1. Chocolate. 2. Talking to someone 3. Taking a moment 4. Be around positive people- praise you
Dawn	1 I know I've been teaching it for a long time and I feel confident in the content I need to give them and what they need to know, what the standards and, and all that. I feel like	Just teaching long time/ experience and growth.
Donna	1. I've been able to network and attend more conferences and when you're at conferences you find out that you're not alone, that it's not just your school or your district or your state. It's everywhere. Especially when dealing with this population of students. So that's made me feel better. I've had people I've presented at conferences and I've had people thank me	1. Network outside of building, colleagues, etc. 2. Family support. 3. Just get it done.
Cindy	1. I don't handle that well at all because I'm angry and about it as testing season approaches. Every year I get worse and worse and I try hard not to, but I get testy and grumpy 2. And if it didn't work out well, I'm confident that that, you know, I'm not gonna talk about	1. Gets grumpy and bitter. 2. Work with students to figure out why a lesson did not work for them.
Amanda	1. I've gotten to where I, we, when I'm looking at an assignment, I'm thinking I plan when we're going to grade it together and we graded in class together. And then, I mean, I still got, I don't just look at the number of the kid put on the paper, I have to go back	1. Grade papers in class. 2. Talk with husband former educator
Steven	1. he longer you teach, I just think you feel like have more control of what you do and, and, um, discipline wise, all that other stuff, you know,	Experience, teach longer, relationships help

PARTICIPANT	Internal/mindset	Learn/Research	Self-Care	Learn from colleagues	Focus on student relatedness	Growth over time/Experience	Paperwork/Grading	Professional organization	Social media-Educational sites	Teaching	Professional Development
Jamie	Be flexible Be open	Research what you don't know		Learn from teachers				be active			
Lisa	Search for a reason Reflect on past successes or experience				Upfront with students Ask students to help with lack of motivation Use student feedback to help competence						
Michelle					Teach students how to improve their mindset/ put responsibility back on them Show students their value						
Diane	Be a planner Learn best time you are most productive										
Dean		Research				Experience					
Shelly											
Sarah					Tell students experience/trust you	Growth over time	Do paper work all at once				
Tammy	Be on top of things Remember past experiences or challenges and your success										
Susan	Surround yourself with supportive positive people		Chocolate								
			Talking to someone	Talking to someone							
Dawn						Growth over time/experience					
Donna	Just get it done		Family support					Participate in professional organizations and learn			
Cindy	Get grumpy and bitter				Focus on students-have them help with figuring out why lesson did not work						
Amanda			Talk to husband				Grade papers in class				
Steven						Growth over time/experience					
Jennifer		Self-education Learn from family on technology				Growth/Experience/Becoming a parent			Follows educators on social media		
Carrie		Never stopped learning	Talk to others			Growth/Experience					
Robert						Growth/Experience					
Matt	Do the best you can									Make learning concrete	
Denise	Don't get rattled Belief she is a good teacher			Goes gets help -ELL							Goes to PD
Rachelle				Talk to teacher friends Go to Para or SP Ed teachers							

FREQUENCY	autonomous-mentioned	Controlled- mentioned	All	INDIVIDUAL CASE	AUTONOMOUS	CONTROLLED	ALL
Learning in general	5 times	8 times	13 times	Learning in general	4 OUT OF 14 (29%)	4 OUT OF 6 (67%)	
Internal/Mindset	11 times	3 times	14 times	Internal/Mindset	7 OUT OF 14 (50%)	2 OUT OF 6 (33%)	
Self-care	4 times	1 time	5 times	Self-care	3 OUT OF 14 (21%)	1 OUT OF 6 (17%)	
Focused on students	7 times	0 times	7 times	Focused on students	4 OUT OF 14 (29%)	0 OUT OF 6 (0%)	
Growth/experience	4 times	3 times	7 times	Growth/experience	4 OUT OF 14 (29%)	3 OUT OF 6 (50%)	
Paperwork/grading	2 times	0 times	2 times	Paperwork/grading	2 OUT OF 14 (14%)	0 OUT OF 6 (0%)	
Teaching skills		1 time	1 time	Teaching skills	0 OUT OF 14 (0%)	1 OUT OF 6 (17%)	

Autonomy Codes

Autonomy														
AUTONOMOUS					CONTROLLED									
PARTICIPANT AS MOST	Quotes	LEAST	Resources	Handing/Cop	Quotes	PARTICIPANT	MOST	Quotes	LEAST	Quotes	Handing/Cop	Quotes		
Jamie	Seniority	I have a lot of seniority where I'm at and because the people that I started teaching with are either starting to retire or have moved on, so and our administrators.	Reading program	The reading program is not my favorite. Um, I, if money were no object, I would love to do some novel units and some standalone things rather than just the basal	Use what you can and supplement in areas your students needs more practice	Use what you like	You figure out what you don't like about the program or about that particular story or if you know or you know, you get to where you feel like you don't have to do every page of the workbook. But you know that there are other ways of...	Jennifer	Curriculum and activities	I have more freedom at the school where I am now than I did at this school. ... Um, my administrators are not particularly rigid about that. I think they trust me and the rest of the people on our staff and they just expect us to make good decisions about that. So, um, our building's pretty small and they know what people are doing and not doing. And uh, I think there's a pretty good sense of trust there as far as...	None	none	Focus on the perks of the job, breaks and new kids challenges are temporary	he beauty in this job is that, you know, even if you're having kind of a stinky here, summer's gonna come and you're gonna get a break and come fall, you're gonna start over with a brand new group of kids.
Lisa	1. Have autonomy only follow state guidelines. 2. Only foreign language teacher in the school.	1. I get to choose what I teach, how I teach it. When I teach it, I have no textbooks. I have no set curriculum. All I have to follow is the world language, world foreign language guidelines for the state. So in that sense, I have a lot of autonomy. 2. I'm very lucky, um, because I am the only foreign language teacher at the entire, um, in the entire school. We're a small rural school district, so we've got about 660 students. I'm the only foreign language teacher, so I have a lot of autonomy.	1. Schedule. 2. More voice in the direction of foreign language in the district.	1. I'm also only half time, um, because we are such a small school, we don't have a need for that, for more foreign language. So, you know, in that sense, I don't have, I don't get to set my schedule as much as I'd like to. I don't get to necessarily decide which grades I can teach or whatever. 2. And I'd love to be able to have more autonomy and more or perhaps more participation in...	1. New it was the terms of the job. 2. Confident to know how to work the system now-choose how to teach it.	Carrie	1. As long as you follow the standards. 2. She is depl head so she can make more decisions	1. We don't really, for the most part, as long as I follow the standards I have, you know, I have a great deal of freedom in making choices for my classroom. 2. In the head of my department, you know, the other two teachers in my department, um, are very, very new and, um, so I, and I'm the head of the department, so I, you know, I really make decisions, you know, pretty much all the time.	Level of movies based on novels she teaches.	I can't show anything that's more than PG, uh, you know, higher than PG. Um, that's the only thing that stands in my way, but that really doesn't come up very often. Often, you know, they have to send out a, like a letter to get parent permission to show PG 13 movies. But that's, that hasn't been much of an issue.	1. Find a more appropriate version. 2. Get advice from admin and colleagues	1. I, I find some other kind of, you know, method of, you know, if it's, if there's a rated revision of something, I don't show that I'll, you know, what we watched Frankenstein and there's a great Frankenstein movie with Robert DeNiro, which is right at our, and, but instead I show the one that, that the hallmark...		
Michelle	1. able to give a lot of feedback. 2. in classroom all on her	1. We've started a new, um, online program of, uh, I-station and, um, I've been able to give a lot of feedback on how it's working at our school and what kids is working with. And hopefully the people above me are listening and encouraging other teachers to use it. 2. Interview: And as far as your choices, classroom. Michelle (07:48): nah, its all on me, I can do whatever I want however I want. (Michelle Edited, Pos. 82-84)	1. She isn't less autonomous	I'm not, it's all on me, you know. Um, I would like, uh, to encourage other read literature teachers and teachers to step out and do things, but they don't have a tendency to want to listen. (Michelle Edited, Pos. 80)	Attitude of "fire me"	Robert	1. Full autonomy	1. We almost completely can decide what we're going to do, you know, uh, in the spring time when we attend Osa contest, we have to at least choose one song from a selected repertoire. Other than that, we're pretty much free to program as we go	State testing takes kids out of the class so he can't accomplish what he wants	I guess the frustrating thing with teaching and would be anything mandated by the state, like certain States passing the kids up to go good, where this last nine weeks you don't get to see all your students all the time. He, you always feel like you can't accomplish this. Not because of state tests, which aren't as bad as they used to be. They don't require as much.	Letting kids know upfront and not get upset about it. Just let it happen.	1. I guess just letting the kids know up front what's happening and not, and also letting them know that I have to worry about it, but when we are together we've got to make sure we know, learn what we're learning quicker and then don't worry about it cause it's not your phone. It's required stuff. So I used to not getting upset about it, just let it happen.		
Diane	1. Mention district does have a structured curriculum so she gets to choose it herself. 2. Go with the standards but teach the way she wants.	1. for special ed, uh, I would say I have the curriculum because, um, I don't know if it's just our district, but they don't have a good structure for what the curriculum is or a pacing calendar. We're special ed. So, um, I really get to, um, kind of, you know, choose it myself. They have standards, uh, which not everybody knows in our district. 2. I can go with those standards, but I can teach them the way I want to,	1. Resources for special ed. 2. Voice for general ed. Cf in the school	1. making sure the resources are fair. And, and in my area, special ed. Um, I would say less choice there. 2. voice, uh, special ed. Self-contained special ed. Period. Students doesn't have, has a strong voice, than general educators do.	Be an advocate for the students	Matt	Has autonomy can make up curriculum because only teacher teaching subject	I don't feel I have were interested in that, uh, normal information I had, which I make up cause I'm the only guy to do it. Um, I'm pretty free reign to handle [inaudible] and activities the way I want to do them	Daily interruptions that hinders learning	Just daily interruption work things that come up and they announce it on the spur of the moment because then you're like, well, I've got too busy with classes, more than one and a half and then the other, then that's frustrating when you can make up the lesson plan for the week and that's fine. That's the only thing.	1. Voice opinion on occasion. 2. Go with the flow	1. I will occasionally mentioned somebody, I wish I'd have known this morning. 2. I just realized I'm going to go with the flow		
Dean		Doesn't feel as autonomous as first started teaching	I don't feel like I have as much freedom to do what I want to do now as I did 20 and 30 years ago. I feel that I am watched more closely, uh, the, what we have to use as a guide. For example, the Marzano teaching, you know, styles, you know, that I have to teach using those aspects. And, um, I feel boxed in some of the time because I know, what I had to do, I know how to do it. If I failed somebody, I had to explain why the kid deserved that grade. Not that it was be overridden by any means, but that I had to explain, um, you know, kid had this many missing assignments. Um, he didn't make up tests. Kid had a lot of absences and notified parents. Parents didn't respond or parents care about the kid's grade or kid didn't care about their grade. Kid	1. Don't handle for the well-stubborn. 2. Resigned after 40 years.	Denise	1. Have the trust of admin to do the job. 2. Given the boxes or standards and that was huge. I made the switch about 15 years ago to the district I'm in now and they trust me in what I do. Uh, they trust that I know what's best for children and they allow me to do that. 2. I mean, they gave me the skeleton that their how the state determines what I teach, how I teach it.	1. I'm very fortunate and that I work in a district that trusts me. Um, I haven't always worked in a district that was very trustful. Um, and that was huge. I made the switch about 15 years ago to the district I'm in now and they trust me in what I do. Uh, they trust that I know what's best for children and they allow me to do that. 2. I mean, they gave me the skeleton that their how the state determines what I teach, how I teach it.	State testing	the only thing that I can think of as far as, um, where I don't have really any say so would be like in state testing. That's the only thing. I mean, I have the say so in how I present the, the knowledge, the lessons, uh, the skills to my students. But I don't have any say so on whether we do it or not or whether, uh, you know, we have to do it, it's, it's a necessary evil. That's the only thing I can think of. Otherwise I'm really able to do what I feel is best for my	Not in her control. Part of her job	I just look at it as, I'm not in control of that. That's part of my job, that we're required to do that. And there are certain things you're required to do that you have to do and that's one of them. So I get to choose how I'm going to present those skills and lessons and I'm trying to make it as interesting and fun as possible without it just being a div.			
Shelly	1. Teachers in the district always had input or made decisions so felt heard. 2. Perceptions of autonomy changed: always could make certain decision and others you can't	to me that's not a um, a big decision that, um, I guess because those decisions that have always been made with teacher input in every district I've been to and so I can always see the value in the way that they have it, have that policy for that district. It's never been done without a teacher, without teacher input. In fact, it's usually the teachers decide, not the administration, not the district. Teachers who decide and then the district implements what the teachers have decided on.	Having to explain to admin about a student's grade failing	1. If I failed somebody, I had to explain why the kid deserved that grade. Not that it was be overridden by any means, but that I had to explain, um, you know, kid had this many missing assignments. Um, he didn't make up tests. Kid had a lot of absences and notified parents. Parents didn't respond or parents care about the kid's grade or kid didn't care about their grade. Kid	1. Remain professional 2. Be vocal when needed	Rachelle	In the classroom get to teach how she wants	Um, I love the district, I'm in, because for one of those reasons there is that I get to do it the way I want to do it. Now I would like to use more technology, which is not available to us, you know, other than that, um, yes, I love that. I get to do it my way and how I feel is best.	Discipline	It's a little frustrating, you know, because I think across the board people that seems to be where we are struggling with the discipline and um, kids, you know, getting them to turn in their work, you know, period. And I know that like our administrator's hands are tied on what they can do and I get it, but I just, that's where I feel like I have the	Can control only what I can control. So, you know, and I do the best that I can in my room first to take care of it, but um outside of it. When I've given the detention slip or gone to Mr. Principal with the problems, I just have to realize that, that it is what it is and move on because, you know, I can't let it just stress me out.			

Sarah	Has autonomy	I. I would say I have autonomy in pretty much every aspect.	Play/Musical must be school appropriate	except for content. Um, I love, you know, I'm, I work in a pretty, um, pretty liberal district. However, we have a lot of, um, vocal parents. I'll just leave it at that. So, um, things like, like we do a musical every year and there are just, there are musicals that we will never do because of the content of the musical.	1. Run content by admin at building and district. 2. Provide a good balance on content.	I have to run by, um, my fine arts director and sometimes my principal and just say, is this okay? And on the opposite end, um, and it's really a law, but, um, there was, uh, just being careful with religious music and that kind of
Tammy	1. How to teach as long as following pacing calendar	But as far as in my individual classroom, I decide how I'm to teach you what, you know, what method I'm going to use, what resources I'm going to use. So I feel I'm pretty autonomous on that as long as I'm following the pacing calendar and my kids are on track.	Test prep required by district	Um, so we've been using a service called USA test prep where you put, um, you can use their tests or make your own test or whatever, put them online and then our students are required to pass the test. If they don't, then we do remediation. So I, I have no choice but to give a test when the other math teachers are giving a test. So in that way I am controlled somewhat.	Make sure kids are prepared	I just made sure that I am, uh, uh, following my pacing calendar and that my kids are prepared and ready.
Susan	1. In the classroom autonomy to do what is best for kids	I feel like I can just close my classroom door and be in my little classroom world and do what I want. So I feel like as long as my doors closed, then I'm free to make some decisions and do what I think is best for kids. And that's usually been my mentality is I can go to the meetings and nod my head and smile and then I go to my room and I teach my kids	Choice in Curriculum	Well, right now our district is adopting curriculum that has these lovely scripts for the teachers to read. And that's been a challenge because there's only one way to read a script. So, um, I, when we have those, and I know that we're kindergarten so they're using those curriculums in first grade and second grade cause it's mandatory. If I don't do them, then my kids may not pass the common assessment that we still all plan it together, but we kind of not required to do it. I mean the there's, no one in here looking over my shoulder testing me you have to do that. But I feel like as far as to kind of make sure we're all on the same page, it's a good thing. Um, I like giving my own test before that though, because I pushed mine a little further, because I don't get a lot of say in curriculum. We pretty much have to go with whatever the district decides	Be creative with what you are going to tell admin.	I remember when I first started teaching, I, um, I taught at a school that didn't have air conditioning and, um, we had Truly English back then and I did not like to Truly English. So they kept asking us if we were using them and we said yes, but we used them. In I told the students that we were trying something new this year and that it was going to be hard for me to wrap my brain around it, but we are going to do it and we are, we're going to get about our, you know, our best shot and we were gonna go with it. And then I tend to just do what needs to be done for my students. Sometimes I find out I wasn't the one who was supposed to do it. Sometimes I step on toes I guess, but never really overstep. I just sometimes don't think about what the hierarchy is. I'm
Dawn	Teach how you want as long as follow pacing guide	I think this, I think as long as you're following the pacing guide and the standards, you can kind of go with teaching how you want	Benchmark assessments	Well, right now our district is adopting curriculum that has these lovely scripts for the teachers to read. And that's been a challenge because there's only one way to read a script. So, um, I, when we have those, and I know that we're kindergarten so they're using those curriculums in first grade and second grade cause it's mandatory. If I don't do them, then my kids may not pass the common assessment that we still all plan it together, but we kind of not required to do it. I mean the there's, no one in here looking over my shoulder testing me you have to do that. But I feel like as far as to kind of make sure we're all on the same page, it's a good thing. Um, I like giving my own test before that though, because I pushed mine a little further, because I don't get a lot of say in curriculum. We pretty much have to go with whatever the district decides	In relation to changing pacing guide that did not make sense to her (sequence of content), she was upfront with students and that it will be a challenge for her and them.	I tend to just do what needs to be done for my students. Sometimes I find out I wasn't the one who was supposed to do it. Sometimes I step on toes I guess, but never really overstep. I just sometimes don't think about what the hierarchy is. I'm
Donna	In the classroom how to teach to meet the students needs but stay with curriculum	In the day today, just what's happening in my classroom. I have pretty much anything that I want to do that my students need, we can do during the day. Uh, ...[long pause] don't get a lot of say in curriculum. We pretty much have to go with whatever the district decides. And there's not really a lot of good curriculum for this group. But as far as day to day goes, I can pre. I mean they consider me to know what the students need and what to do to, to meet those needs.	Voice in Curriculum decisions	Well, right now our district is adopting curriculum that has these lovely scripts for the teachers to read. And that's been a challenge because there's only one way to read a script. So, um, I, when we have those, and I know that we're kindergarten so they're using those curriculums in first grade and second grade cause it's mandatory. If I don't do them, then my kids may not pass the common assessment that we still all plan it together, but we kind of not required to do it. I mean the there's, no one in here looking over my shoulder testing me you have to do that. But I feel like as far as to kind of make sure we're all on the same page, it's a good thing. Um, I like giving my own test before that though, because I pushed mine a little further, because I don't get a lot of say in curriculum. We pretty much have to go with whatever the district decides	Does what the student needs	I tend to just do what needs to be done for my students. Sometimes I find out I wasn't the one who was supposed to do it. Sometimes I step on toes I guess, but never really overstep. I just sometimes don't think about what the hierarchy is. I'm
Cindy	What she teaches in the classroom	1. have the option to determine what I teach in my class. I mean, I don't have someone telling me, um, I have, but in this case I don't have someone saying, you have to do this story or you have to do this. Um, you have to do something in this way because it's decided by the district or it's decided by your administration. I'm sure it could come to that if I didn't handle things well, but, but my administrator is pretty good about it. You know, once you're new to her, if you've taught there enough time to show that you are competent in what you do, then I feel like I have a lot of opportunities, um, within, um, the, what I teach here, geography, um, I used... Number one because it's not tested anymore.	Can't deviate from state testing requirements. 2. Tired of making test related decisions in the classroom.	In my classroom I don't have the ability to make decisions that deviate from state testing requirements. 2. I'm so sick of making every decision based on how will this help them for testing.	1. Stressed out 2. Gets angry	1. I spend my time being very stressed out about those things. My, my, uh, own children would tell you that at the age of 43, I will probably have a stroke before long. 2. It's kept on worse, but I think it's just years and years of having that on. 1. I feel like this sounds terrible, but what are they gonna do to me? I've been here for 41 years, so I'm going to do what I think the children are going to have the most fun learning and still get the information.
Amanda	have autonomy because not teaching a tested subject.	I'll say have a curriculum got I have to follow. But, um, I like to add other things in as long as I'm covering what I'm supposed to cover, but especially in government these days.	1. What the team decides. 2. Time constrained so can't master all standards. 3. Geography standards	1. I mean everything else is pretty much determined by working with the team, things like that or schedules, that kind of stuff. 2. we're so constrained by time and all things that we have to teach. 3. I mean the state standards for geography is, crazy really. I mean, it's, if you were, is, there's no, in the state standards there's like, there's no room for me to... So what this... But I'm just sometimes controlled by the administration. That, uh, to me is like unnecessary. I mean, it's kinda overreaching, but overall I'm pretty free, you know, as long as I follow what I'm supposed to follow and teach the foundations, et cetera in what I'm teaching.	1. Go ahead and fire me attitude. 2.	1. I feel like this sounds terrible, but what are they gonna do to me? I've been here for 41 years, so I'm going to do what I think the children are going to have the most fun learning and still get the information.
Steven	In the classroom add to curriculum	I'll say have a curriculum got I have to follow. But, um, I like to add other things in as long as I'm covering what I'm supposed to cover, but especially in government these days.	Talking about eligibility and admin deciding if a student is eligible or not	1. I mean everything else is pretty much determined by working with the team, things like that or schedules, that kind of stuff. 2. we're so constrained by time and all things that we have to teach. 3. I mean the state standards for geography is, crazy really. I mean, it's, if you were, is, there's no, in the state standards there's like, there's no room for me to... So what this... But I'm just sometimes controlled by the administration. That, uh, to me is like unnecessary. I mean, it's kinda overreaching, but overall I'm pretty free, you know, as long as I follow what I'm supposed to follow and teach the foundations, et cetera in what I'm teaching.	Just go with the flow-adapt. It's part of the job.	you just have to adapt. So yeah, I pretty much have done that my whole career. Um, you know, if I have to do this or that or learn something, I, you know, do training or whatever, I do it. Um, sometimes I don't see how it

		Most autonomous		Least autonomy	
		autonomous	Controlled	autonomous	Controlled
In the classroom but has to follow guidelines	10 out of 14	4 out of 6	Resources	2 out of 14	0 out of 6
Seniority	1 out of 14	0 out of 6	Schedule/ Time constraints	2 out of 14	0 out of 6
Only teacher teaching subject	1 out of 14	1 out of 6	More voice in decisions	4 out of 14	0 out of 6
District allows teachers to make decisions/input	2 out of 14	1 out of 6	Doesn't feel less autonomous	1 out of 14	1 out of 6
District doesn't know the standards	1 out of 14	0 out of 6	Feels less autonomous than first started teaching	1 out of 14	0 out of 6
Perception of autonomy changed	1 out of 14	0 out of 6	Admin questioning or overriding teachers decisions	2 out of 14	0 out of 6
General statement of full autonomy	1 out of 14	1 out of 6	Content or activities must be approved by district or limited because of law	1 out of 14	1 out of 6
Department Head	0 out of 14	1 out of 6	Required testing by district such as benchmarks	2 out of 14	0 out of 6
Not teaching a tested subject	1 out of 14	0 out of 6	Teaching a state tested subject/ or impacted by state tests	1 out of 14	2 out of 6
Did not answer/Indicated no autonomy	1 out of 14	0 out of 6	Must go with what the grade level team decides	1 out of 14	0 out of 6
			Daily interruptions such as pep assemblies or other activities	0 out of 14	1 out of 6
			Discipline of students at admin/district level	0 out of 14	1 out of 6

Autonomy Handing of Challenges Codes

Jamie	You figure out you like what you don't like about the program or about that particular story or if you know or you know, you get to where you feel like you don't have to do every page of the workbook. But you know that there are other ways of teaching and assessing and giving them practice at skills other than just a worksheet. You know? Um, for	Use what you can and supplement in areas your students needs more practice	Focus on the perks of the job, breaks and new kids challenges are temporary	he beauty in this job is that, you know, even if you're having kind of a stinky here, summer's gonna come and you're gonna get a break and come fall, you're gonna start over with a brand new group of kids.	Jennifer
Lisa	1. I feel like I have little control over, but that I'm okay with it because, you know, it's, it's the terms of the job they hired me knowing that my schedule was going to be bizarre. I could have said no to the bizarre schedule. So, but yeah, it's not such a big deal. 2. my confidence about that kind of stuff, then I kind of realized that I had more leeway to teach things. Um, and to kind of work the system if you will. Like, okay, well they say I have to do this, but they didn't say I can't do it this way.	1. New it was the terms of the job. 2. Confident to know how to work the system now-chose how to teach it.	1. Find a more appropriate verion. 2. Get advise from admin and colleagues	1. I, I find some other kind of, you know, method of, you know, if it's, if there's a rated R version of something, I don't show that I'll, you know, what we finished reading Frankenstein and there's a great Frankenstein movie with Robert dinero, which is right at our, and, but instead I show the one that, that the hallmark channel made. And, you know, we discussed the differences between the book and the movie and so	Carrie
Michelle	1. f I do, people that administration realize that, um, that I [inaudible] they're not going to correct me at this point. Like I say, if I do something wrong, fire me, you know, and they're like, Mindy, they're not going to fire you. You do a good job. You know? And so, you know,	Attitude of "fire me"	Letting kids know upfront and not get upset about it. Just let it happen.	1. I guess just letting the kids know up front what's happening and not, and also letting them know that I have to worry about it, but when we are together we've got to make sure we know, learn what we're learning quicker and then don't worry about it cause it's not your phone. It's required stuff. So I used to not getting upset about it, just let it happen.	Robert
Diane	I go knock on the door and then sit down and say, Hey, you realize we were forgotten. You realized, you know, you know, our kids need to be able to participate in this or they have these needs. And that's pretty much how I handle it. Graciously..	Be an advocate for the students	1. Voice opinion on occasion. 2. Go with the flow	1. I will occasionally mentioned that somebody, I wish I'd have known this morning. 2. I just realized I'm going to go with the flow	Matt
Dean	1. I don't handle it as well as maybe I should. Uh, because after teaching over 40 years, I am a little stubborn in my ways and to be told no or be told, uh, you know, especially by people that don't have a lot of, um, expertise in my area. Uh, it can be, it can be quite frustrating to me. 2. t's become acute to the point that I've resigned.	1. Don't handle it very well- stubborn. 2. Resigned after 40 years.	Not in her control. Part of her job	I just look at it as, I'm not in control of that. That's part of my job, that we're required to do that. And there are certain things you're required to do that you have to do and that's one of them. So I get to choose how I'm going to present those skills and lessons and I'm trying to make it as interesting and fun as possible without it just being dry.	Denise
Shelly	1. I just try to remain as professional as I can and I'm usually pretty good at that. Um, because it, it doesn't, I love teaching. I really love teaching and I know that, um, good math teachers are few and far between 2. I expressed, I expressed it quite loudly and, um, and it was in two separate districts, um, that this happened to me and it wasn't, it wasn't just me. Obviously it was all staff. But, um, in both situations I said, do you realize how ridiculous this is? Um, for teachers like myself	1. Remain professional 2. Be vocal when needed	Can control only what she can do wht best I can in my room.	I can only control what I can control. So, you know, and I do the best that I can in my room first to take care of it, but um outside of it. When I've given the detention slip or gone to Mr. Principal with the problems, I just have to realize that, that it is what it is and move on because, you know, I can't let it just stress me out.	Rachelle

Sarah	I have to run by, um, my fine arts director and sometimes my principal and just say, is this okay? And on the opposite end, um, and it's really a law, but, um, there was, uh, just being careful with religious music and that kind of thing, just making	1. Run content by admin at building and district. 2. Provide a good balance on content.
Tammy	I just made sure that I am, uh, uh, following my pacing calendar and that my kids are prepared and ready.	Make sure kids are prepared
Susan	I remember when I first started teaching, I, um, I taught at a school that didn't have air conditioning and, um, we had Truly English back then	Be creative with what you are going to tell admin.
Dawn	I told the students that we were trying something new this year and that it was going to be hard for me to wrap my brain around it, but we are going to do it and we are, we're going to get about our, you know, our best shot and we were gonna go with it. And then I probably would hit it harder at the end of the year when I felt like it made more sense. But I was going to be sure to at least	In relation to changing pacing guide that did not make sense to her (sequence of content), she was upfront with students and that it will be a challenge for her and them.
Donna	I tend to just do what needs to be done for my students. Sometimes I find out I wasn't the one who was supposed to do it. Sometimes I step on toes I guess, but never really overstep. I just sometimes don't think about what the hierarchy is. I'm just doing what my students need.	Does what the student needs
Cindy	1. I spend my time being very stressed out about those things. My,	1. Stressed out 2. Gets angry
Amanda	1. I feel like this sounds terrible, but what are they gonna do to me? I've been here for 41 years, so I'm going	1. Go ahead and fire me attitude. 2.
Steven	you just have to adapt. So yeah, I pretty much have done that my whole career. Um, you know, if I	Just go with the flow-adapt. It's part of the job.

	Resources/curriculum Use what you can and supplement when needed	Part of the job-knew going in it was part of the job.	Work the system/administration	"Fire me" attitude	Be an advocate for students and you as a teacher. Speak up	Don't handle very well/ Stress	Be professional	Run content by admin/ make sure good balance	Make sure kids are prepared/learning.	Be upfront with students	Do what is best for student or need	Go with the flow/adapt/don't stress	Remember the perks of the job-Summer break then new group of kids
Jamie	Use what you can and supplement in areas your students needs more practice												
Lisa		1. New it was the terms of the job.	2. Confident to know how to work the system now-choose how to teach it.										
Michelle				Attitude of "fire me"									
Diane					Be an advocate for the students								
Dean						1. Don't handle it very well-students. 2. Resigned after 40 years.							
Shelly					2. Be vocal when needed		1. Remain professional						
Sarah								1. Run content by admin at building and district. 2. Provide a good balance on content.					
Tammy								Make sure kids are prepared					
Susan			Be creative with what you are going to tell admin.										
Dawn									In relation to changing pacing guide that did not make sense to her (sequence of content), she was upfront with students and that it will be a challenge for her and them.				
Donna										Does what the student needs			
Cindy						1. Stressed out 2. Gets angry							
Amanda				1. Go ahead and fire me attitude.									
Steven		It's part of the job.										Just go with the flow-adapt.	
Jennifer													the beauty in this job is that, you know, even if you're having kind of a stinky here, summer's gonna come and you're gonna get a break and come fall, you're gonna start over with a brand new group of kids.
Carlie								2. Get advice from admin and colleagues				1. Find a more appropriate version.	
Robert									Letting kids know upfront and not get upset about it. Just let it happen.			not get upset about it. Just let it happen.	
Matt					1. Voice opinion on occasion.							2. Go with the flow	
Denise		Not in her control. Part of her job											
Rachelle										Can control only what she can do-she best I can in my room.			

	Students 79 colleagues (29 parents)	admin para	admin colleagues parents	Students/para	Students colleagues admin parents	parents admin
STUDENTS	MENTIONED POSITIVELY 11 OUT OF 14 (79%)		MENTIONED NEGATIVELY 1 OUT OF 14 (7%)		MENTIONED POSITIVELY 4 OUT OF 6 (67%)	MENTIONED NEGATIVELY 0 OUT OF 6 (0%)
COLLEAGUES	4 OUT OF 14 (29%)		5 OUT OF 14 (36%)		3 OUT OF 6 (50%)	0 OUT OF 6 (0%)
ADMINISTRATION	1 OUT OF 14 (7%)		8 OUT OF 14 (57%)		2 OUT OF 6 (33%)	1 OUT OF 6 (17%)
PARENTS	3 OUT OF 14 (21%)		2 OUT OF 14 (17%)		1 OUT OF 6 (17%)	5 OUT OF 6 (83%)
COUNSELORS	0 OUT OF 14 (0%)		1 OUT OF 14 (7%)		0 OUT OF 6 (0%)	0 OUT OF 6 (0%)
PARAPROF.	1 OUT OF 14 (7%)					

BOTH
POSITIVE RELATEDNESS WITH STUDENTS MOST OFTEN MENTION PERCENTAGELY WITHIN GROUP.

OUT OF BOTH GROUPS HAD A GREATER PERCENTAGE DISCUSSING STUDENT RELATIONSHIPS AS POSITIVE

COMPARATIVELY HAD MORE PARTICIPANTS DISCUSSING COLLEAGUES AS A POSITIVE RELATIONSHIP COMPARED TO COLLEAGUES NEGATIVELY

COLLEAGUES CAME IN 2ND MOSTLY WITHIN EACH GROUP

BUT COMPARATIVELY DISCUSSED COLLEAGUES NEGATIVELY COMPARED TO CONTROL GROUP

ADMINISTRATIO N WAS MOST NEGATIVE RELATEDNESS.

ADMINISTRATIO N WAS DISCUSSED THIRDLY WITHIN GROUP POSITIVELY

HAD LESS NEGATIVE RELATEDNESS WITH ADMINISTRATION

PARENTS WERE DISCUSSED IN BOTH GROUPS IN A MORE NEGATIVE LIGHT THAN POSITIVE IN TERMS OF RELATEDNESS

DID DISCUSS PARENT RELATEDNESS NEGATIVELY BUT LESS THAN CONTROL

COMPARATIVELY GREATER PERCENTAGE WAS DISCUSSED MORE NEGATIVELY - MOST NEGATIVE RELATEDNESS

COMPARATIVELY HAD HIGH PERCENTAGE OF POSITIVE RELATION

Lisa	Amanda	<p>1. I'm least satisfied probably with my relationship with parents of my students. And the reason for that is because I am also a parent of students at the school. We live in the neighborhood. So before I taught at the school, I was, um, social and friends with a lot of these same people who I am now teaching their students. So it's, it's sometimes it's a little tough to find that</p>	Denise	<p>1. I would probably be with these with some of the parents. Um, some of the parents, uh, I teach in a very high, um, it's a title one school. Our school is very diverse. We have lots of different languages, lots of different ethnicity groups. And um I feel like</p>
Jennifer	Carrie	<p>1. have parents contact me all the time and unfortunately at the expense of my own family, sometimes I will stop what I'm doing with my family to answer a question from a parent, um, because I feel like that's the expectation. Um, with everybody having a cell phone now, parents have much easier access to me than they used to</p>	Matt	<p>1. Oh, parents. Uh, because of lack of engagement. (4.15.2020 Matt, Pos. 14).</p> <p>2. they don't reach out. Uh, you know, you need to talk to him sometimes get Jay incredibly difficult to get an address or a phone number or an email that is one. And that's</p>
	Carrie	<p>1. Well, and it's not really, but, and it may be mostly my fault, um, but I don't have a great deal of communication with all parents. You know, I have great communication with some parents. Um, but I could definitely do more to, you know, make that happen. But, um, but some parents are are</p>	Rachelle	<p>1. I'm going to have to say parent. I feel that for the most part, um, their priorities are not that of mine as far as education for their children. I feel they think that it's, I want to say it like this that it's my problem, not theirs. It's my job while I'm there to, you know, do it, not theirs. And that's even if I can get a hold of them, you know, when you try to communicate phone or whatever, a lot of times that's what's</p>

Relatedness Handling of Challenges

Relatedness handling major sections

AUTONOMOUS PARTICIPANT	RELATEDNESS HANDLING OR COPING-AUTONOMOUS	RELATEDNESS HANDLING OR COPING-CONTROLLED	CONTROLLED PARTICIPANT	SIMILAR HANDLING OF CHALLENGES
JAMIE	<ol style="list-style-type: none"> Remember parents sending their best, watch your tone, talk face to face more than by email, phone, Do what is right for students Admin is generally temporary Focus on students and you Have one colleague you can count on and trust. Like kids or you won't like job 	<ol style="list-style-type: none"> Do the best that you can for the students and their families. Develop your coping mechanisms that work for you. 	Jennifer	<ol style="list-style-type: none"> DO THE BEST YOU CAN/FOCUS ON THE STUDENTS AND YOU. TALK TO LEADERSHIP (PRINCIPAL, OR ABOVE). DON'T TAKE PERSONALLY/ INTERNALIZE. HANDLE STUDENT DISCIPLINE YOURSELF. WITH PARENTS, BE PROFESSIONAL, LISTEN, AND USE RESOURCES TO REACH OUT.
Lisa	<ol style="list-style-type: none"> Outside friend who is a parent of student-assure trying to help their kids but also not going to give kids special treatment. Cares less about what admin thinks of her personally- more focus or care about students. Friendships-separates colleagues and socializing bc doesn't want to bring work home. Keeps it separate. Only personal relationships from work she wants to bring home is the students. 	<ol style="list-style-type: none"> Talk to principal. Do what you can Don't take personally 	Carrie	<p>More General similarities to deal with all</p> <ol style="list-style-type: none"> Listen, understand, be empathetic, be sympathetic, handle challenges with grace and humility Keep positive and kind mindset be reflective Communicate first; reach out first.
Michelle	<ol style="list-style-type: none"> Discuss with work friends/ colleagues Don't stress or internalize it. handle what is in her four walls -handle what is in her control. 	<ol style="list-style-type: none"> Handle student issues with the student in the hallway not in front of peers. Now feels confident handling it themselves rather than including admin or counselors. 	Robert	
Diane	<ol style="list-style-type: none"> Ignores unless directed to her. Then addresses the issue. 	<ol style="list-style-type: none"> Figure out other ways to reach out to parents. Be more empathetic and understanding 	Matt	
Dean	<ol style="list-style-type: none"> Keep everyone informed-communicate Try to put it behind you Listen and be empathetic 	<ol style="list-style-type: none"> Use school resources such as translators to communicate with parents. Be consistent and try as best you can. Be understanding. Listen, when others talk like students and parents help you understand and give info that will be helpful in the classroom. 	Denise	
Shelly	<ol style="list-style-type: none"> Learn from observing others' mistakes Don't gossip or cause issues. Those who cause problems will get into trouble eventually. 	<ol style="list-style-type: none"> Deal with discipline if admin doesn't help or do what you can. Communication and respect with students and vice versa Be sympathetic and understanding of where your students come from or background. 	Rachelle	
Sarah	<ol style="list-style-type: none"> Handle challenges with grace and humility and be real (authentic truthful) 			
Tammy	<ol style="list-style-type: none"> Goes to the leadership she trusts. 			

Relatedness Handling Major Topics

Name of teachers (# of the quotes)	Most specific handling mentioned by both groups	Name of teachers (# of the quotes)	More general handling mentioned by both groups	Name of teachers (# of the quotes)	Individually discussed handling
Jamie (2, 4), Lisa (2), Susan (2), Jennifer (1), Carrie (2)	1. DO THE BEST YOU CAN/FOCUS ON THE STUDENTS AND YOU.	1. Listen, understand, be empathetic, be sympathetic, handle challenges with grace and humility Keep positive and kind mindset be reflective	Michelle (2), Dean (3), Sarah (1), Susan (3), Dawn (1), Matt (2), Denise (3), Rachelle (3)	Jamie	3. Admin is generally temporary 5. Have one colleague you can count on and trust. 6. Like kids or you won't like job
Tammy (1), Susan (1), Carrie (1)	2. TALK TO LEADERSHIP (PRINCIPAL, OR ABOVE.)	2. Communicate first; reach out first.	Diane (1), Dean (1), Donna (1), Steven (1).	Lisa	3. Friendships- separates colleagues and socializing bc doesn't want to bring work home. Keeps it separate. 4. Only personal relationships from work she wants to bring home is the students.
Lisa (1), Michelle (2), Dean (2), Carrie (3)	3. DON'T TAKE PERSONALLY/ INTERNALIZE.			Michelle	1. Discuss with work friends/ colleagues
Michelle (3), Robert (1, 2)	4. HANDLE STUDENT DISCIPLINE YOURSELF.			Shelly	1. Learn from observing others' mistakes 2. Don't gossip or cause issues. Those who cause problems will get into trouble eventually.
Jamie (1), Lisa (1), Amanda (2), Matt (1), Denise (1, 4)	5. WITH PARENTS, BE PROFESSIONAL, LISTEN, AND USE RESOURCES TO REACH OUT.			Cindy	1. Accept how it is as far as relationships, / live with it. 3. Go into her classroom and do her own thing bc admin doesn't check. 4. [Student death] become
				Amanda	1. Talked to spouse a retired teacher, gets advice.
				Jennifer	2. Develop your coping mechanisms that work for you