

Self-Determined Teachers = Self-Determined Students

Teachers who are more [autonomous in their motivation](#) to teach experience a greater sense of [personal accomplishment](#) and less [emotional exhaustion](#). In turn, they enhance students' sense of autonomy in their studies with their [autonomy-supportive](#) behaviour (Roth, Assor, Kanat-Maymon, & Kaplan, 2007).

Autonomously Motivated Teachers:

- Perceive their engagement in various teaching tasks as interesting.
- Sense of autonomy at work may allow them to tolerate occasional frustrations and setbacks.
- They invest effort in their work as a teacher, because they believe that it is important (identified) and / or because they enjoy doing it (intrinsic).

Non-Autonomously Motivated Teachers

- Do not perceive teaching task as interesting and accomplish them to meet certain external contingencies like expectations of parents, the principal or to prevent discipline problems in lessons.
- They invest effort in their work so as not to feel ashamed or guilty (introjected).

(Pelletier, Seguin-Levesque, & Legault, 2002; Ryan & Connell, 1989)

Autonomy-supportive teacher behaviours

- Foster relevance
 - Explain the importance the task to students' personal goals
 - Understand students' feelings and thoughts concerning the task
- Provide choice
 - Allow students to choose tasks that they perceive as consistent with their goals and interests
 - Allow criticism and encourage independent thinking



Autonomy-suppressing teacher behaviours

- Suppress criticism & independent opinions
 - Forbid students to inform teachers about aspects of the task and the learning context that interfere with the realisation of their interests and goals, and therefore are rather frustrating.
 - Undermines students' need for self-direction and self-expression, particularly in adolescence.
- Intrusion
 - Interfere with students' natural rhythm as they perform various tasks.
 - Students are likely to feel angry that they are not allowed to realise their action plans
- Forcing meaningless & uninteresting activities

(Assor, Kaplan, & Roth, 2002; Black & Deci, 2000; Reeve, Bolt, & Cai, 1999)

Key Definitions:

<p>Autonomous motivation</p>	<p>Reflected in feelings of choice, leads to more exploratory and flexible modes of behaviour because the experience of choice allows the child the freedom to adopt a more open and flexible stance.</p> <p>SDT posits five types of perceived motivations that can be placed along a continuum of perceived autonomy. The least autonomous motivation is termed external, followed by introjected, identified, integrated and intrinsic (the most autonomous).</p> <ul style="list-style-type: none"> • External: involve threats, punishments or material rewards (controlled; not autonomous) • Introjected: controlled by the desire to avoid feeling guilty, ashamed, or unworthy of self- and others' evaluations (relatively controlled) • Identified: identify the importance of the behavior with own values and goals (relatively autonomous) • Integrated: reciprocally assimilating the identifications with other aspects of the person's self (relatively autonomous) • Intrinsic: engagement in an activity for its own sake; characterized by enthusiasm, spontaneity, excitement, intense concentration, and joy (most autonomous) <p style="text-align: right;">Back to top</p>
<p>Autonomy-supportive</p>	<p>Environments that minimize the salience of external incentives and threats, avoid controlling language, and acknowledge the learners' frame of reference (Black & Deci, 2000; Ryan & Connell, 1989)</p> <p>Autonomy-supportive teaching involves behaviours that seek to promote students' tendency to engage in learning because they value this activity or find it interesting (Roth et al., 2007).</p> <p style="text-align: right;">Back to top</p>
<p>Personal accomplishment</p>	<p>Refers to the feeling that teaching enables the person to realize his or her abilities to the fullest and feel satisfied (Friedman & Farber, 1992; Maslach & Jackson, 1981).</p> <p style="text-align: right;">Back to top</p>
<p>Emotional exhaustion</p>	<p>Refers to the feeling that teaching is associated with feelings of exhaustion, lack of energy, and depletion of mental resources (Friedman & Farber, 1992; Maslach & Jackson, 1981).</p> <p style="text-align: right;">Back to top</p>

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