Key Motivational Factors Affecting Teachers’ Long-Term Engagement in School Projects

teachers to implement projects, to increase the quality of teaching, develop themselves through further education and contribute to the development and quality of the school itself, it is particularly beneficial to support autonomous (internal) motivation. It is essential to provide teachers with information about the project’s broader links to make them aware of its importance and usefulness. Teachers should ideally already be involved in the preparation phase of the project so as to have an influence, be able to make decisions and act autonomously with regard to project activities.

The results concerning controlled motivation can lead us to the conclusion that financial reward, the director’s orders, or other material or social support will influence teachers; however, not in the long run. In addition, although this will make teachers implement projects because they are “forced” to do so by external influences, they will no longer be likely to participate out of joy, interest, autonomous incentives, or in the further education often incorporated in projects; they will only execute orders to meet the project goals. The aim of the school, however, should be its development through those who implement projects, that is, the teachers. Fortunately, even in these cases, according to Self-Determination theory (Deci & Ryan, 2000), external motivation can be translated into internal motivation, precisely because the individual’s basic psychological needs (autonomy, competence and relatedness) are strongly fulfilled (through the process of internalization).

As regards the limitations on interpreting the results, we point to the fact that we worked with data we have received from teachers who have been, or are, involved in school projects. A limiting factor is also the fact that it is not possible to calculate the percentage return of the questionnaire, as this was at the choice of the school head, who distributed the questionnaire to their teaching staff with regard to their involvement in the project teams. Therefore, we are not able to provide information about the motivation of teachers who do not participate in school projects, concerning, for example, the reasons that prevent them to do so.

References


