

Why do we teach? Examining faculty teaching experiences and motivation

2017 Robert J. Menges Award for Outstanding Research in Educational Development

Allison BrckaLorenz
Bridget Yuhas
Robert H. Stupnisky

Program presented at the 2017 POD Network Conference, Montreal, Canada



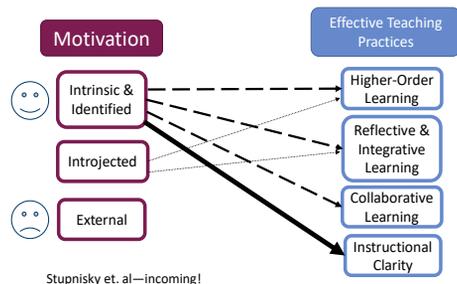
Why do you teach?

Self-Determination Theory

- Faculty (and people in general) are inherently self-motivated to master their environment; and are eager to learn, develop their skills, and assimilate institutional values.
- But some faculty may feel unmotivated, incompetent, achieve little, and leave the profession. This series of events might be due to a failure to support psychological needs.
- The more that the psychological needs of autonomy, competence, and relatedness are met; the more internally motivated faculty will be to teach. Unmet needs lead to external motivations.



How Does Motivation Matter?



Measures

- Basic psychological needs
 - Autonomy: I have a sense of freedom to make my own choices.
 - Competence: I have confidence in my abilities to do things well.
 - Relatedness: I am supported by the people whom I care about.
- Motivation
 - Intrinsic: I like teaching.
 - Identified: It is important for me to teach.
 - Introjected: I would feel guilty about not teaching.
 - External: Because I am paid to teach.
- Faculty characteristics
 - Disciplinary area, academic rank, tenure status, highest degree earned, gender identity, racial/ethnic identification, sexual orientation
- Institution characteristics
 - Carnegie classification (Doctoral-, Master's-, Bachelor's-granting)

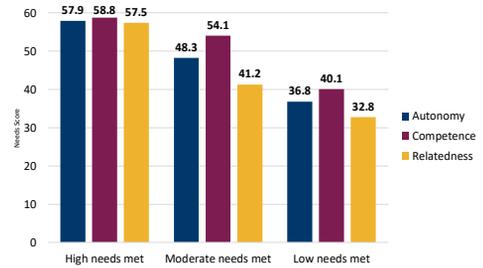
Research Questions & Methods

1. How do the basic needs of autonomy, competency, and relatedness relate to faculty motivation to teach?
 - Two-step cluster analysis grouped faculty by basic needs (autonomy, competence, relatedness)
 - OLS regression:
 - Outcome: motivations (intrinsic, identified, introjected, external)
 - Variable of interest: faculty needs clusters
 - Controls: faculty and institution characteristics
2. How do these needs vary by faculty characteristics?
 - OLS regression:
 - Outcome: basic needs
 - Variables of interest: faculty characteristics
 - Controls: institution characteristics

Data

- Faculty Survey of Student Engagement (FSSE)
 - Faculty involvement in engaging students
 - Faculty perceptions of student engagement
 - The importance faculty place on engagement
 - Nature and frequency of student-faculty interactions
 - How faculty organize their time in and out of the classroom
- In 2016, 14,512 faculty from 119 four-year colleges and universities responded
- Extra item set appended to 19 institutions' administrations
 - Items about basic psychological needs and motivations for teaching
 - 1,671 faculty respondents

Faculty Psychological Needs Groups



How do the basic needs of autonomy, competency, and relatedness relate to faculty motivation to teach?

	😊 Intrinsic	Identified	Introjected	External 😊
High Needs Met	+++	+++	++	
Moderate Needs Met	+			
Low Needs Met	---	---	--	

Faculty with more needs met, have an increase in internal motivations!
 Faculty with less needs met, have a decrease in internal motivations.

Key: all effect sizes are statistically significant (p < .05).
 Small: ++ Unstd B > .1 -- Unstd B < -.1
 Small-Medium: +++ Unstd B > .2 -- Unstd B < -.2
 Large: ++++ Unstd B > .5 --- Unstd B < -.5

Controls included racial/ethnic identification, academic rank, tenures status, highest degree earned, gender identity, sexual orientation, disciplinary area, and Carnegie classification. Effect coding was used so coefficients should be interpreted as comparisons to the average faculty member. Dependent measures were standardized before entry into models.

How do these needs vary by faculty characteristics?

	Autonomy	Competence	Relatedness
Asian	+++		+++
Black or African American			---
Full professor	++	+++	+++
Full-time lecturer/instructor	--	--	
No tenure track		++	
Tenured	--	--	--
Biological Sciences, Agriculture, & Natural Resources	--	--	
Education	++	++	+++
Health Professions	--		

Key: ++ Unstd. B ≥ .2, +++ Unstd. B ≥ .3, ++++ Unstd. B ≥ .4, --- Unstd. B ≤ -.2, --- Unstd. B ≤ -.3
 Effect coding was used so coefficients should be interpreted as comparisons to the average faculty member. Dependent measures were standardized before entry into models.

So What?

- Evidence linking motivations for teaching (which can affect teaching performance) and basic psychological needs
- Motivations may be hard to change directly, but needs can be better met through administrative changes and faculty development
- Targeted interventions can assist with needs in disciplinary fields, cultures, academic situations, guiding faculty through reflections on what makes them excited to teach, etc.
- Considerations for hiring faculty who fit within department culture
- Su, Y.-L. & Reeve, J. (2011). A meta-analysis of the effectiveness of intervention programs designed to support autonomy. *Educational Psychology Review*, 23, 159-188.

Thanks for joining us!

For more information about FSSE or this presentation see fsse.indiana.edu

Allison Brckal Lorenz - abrckalo@indiana.edu
 Bridget Yuhas - bkchase@indiana.edu
 Robert Stupnisky - robert.stupnisky@email.und.edu

Web: nsse.indiana.edu
 @NSSEsurvey
 @NSSEsurvey

Blog: NSSEsightings.indiana.edu

