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Implications of Teacher Motivation and Renewal Indicators
in Arkansas toward Professional Growth and Achievement

Implications of Teacher Motivation and Renewal Indicators
in Arkansas Toward Professional Growth and Achievement

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Education in Educational Leadership

by

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Abstract

This qualitative study was designed to determine if the teaching population in the state of Arkansas had a more favorable attitude toward specific motivational theories and practices; and to determine if that attitude significantly affected the teacher retention rate and the quality of work produced. The literature reviewed included the role of the school leader, motivational theory, and other relevant studies on teacher motivation. Eight National Board Certified teachers in Arkansas were interviewed about motivation as it related to professional improvement and development. The interviews focused on characteristics that serve as intrinsic motivators toward professional improvement and development and their impact on the teachers' attitudes. The interviews also attempted to identify differences between experienced and non-experienced teachers in relation to intrinsic motivational factors. The data revealed achievement and acceptance as the intrinsic motivational factors with the most significant impact on the teachers' attitudes toward professional improvement and development. The data did not reveal a difference between experienced and non-experienced teachers in relation to motivation and professional growth. This study contributed to the field of education by providing an extension of the established research on intrinsic motivation. Intrinsic motivators vary in the effect they have on teachers and their desire to improve professionally. This study outlines the significance of these intrinsic motivators and the impact they have on accomplished teachers.

Acknowledgements

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Finally, I would like to thank my family for their unconditional love, encouragement and support. Karri, Staton, Donovan and Walker – You all mean more to me than words can express. We are, without a doubt, the greatest achievement of my life. This is for you. With all my love...

Dedication

To my parents –
For your guidance and example

To Karri –
For your unconditional love and support – always

To Staton, Donovan and Walker –
For showing me what really matters

“I sustain myself with the love of family.”

- Maya Angelou (2013)

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Chapter One: Introduction

Organization of the Chapter

Chapter One provides an introduction of this study and a general overview of the concepts that describe the various aspects of the research project. These concepts include the statement of the problem, research question, parameters of the study, definition of terms, limitations, assumptions, and an organization of the dissertation.

Introduction and Background

Public education in America is changing at a rapid pace. Over the last decade, teachers and educational leaders have lobbied for the reauthorization of the Elementary and Secondary Education Act of 1965. They have also seen the creation of high-stakes assessment and accountability systems, and the policy implications rendered by the Obama administration that precipitated federal spending as competitive among states and school districts (Duncan, 2013). Because of these changes, it has become increasingly difficult for teachers and administrators to effectively manage the daily skills and tasks that are required to be successful.

Educational leaders must fully realize the influence motivational theories have on educators in the evolving world of education pedagogy and practice. According to Alexander and Murphy (1998), research in the area of cognitive psychology suggests motivation impacts both teachers and students, and plays a significant role in the field of education (Alexander & Murphy, 1998). This study provides an in-depth look at a variety of intrinsic motivational indicators and their effects on teacher motivation and development in a selected group of teachers Arkansas.

Statement of the Problem

High-quality teachers play an important role in America's classrooms. It is understood when teachers engage in activities that improve their performance as practitioners, students are the benefactors in the area of improved achievement and success (Stronge, 2008). In turn, educational leaders must understand what motivates teachers to improve themselves professionally in regard to the highest level of training, certification, and understanding of pedagogy. Currently, it is not known, within the population of teachers in the state of Arkansas, which motivational theories and practices most positively impact these teachers to develop and improve professionally. It is also unknown whether experience makes a difference in the attitudes toward teacher motivation and development in Arkansas.

Purpose of the Study

The study was designed to determine whether the teaching population in the state of Arkansas had a more favorable attitude toward certain motivational theories and practices, and to determine if that attitude significantly affected the teacher retention rate and the quality of work produced. The study was also designed to determine if specific non-motivational practices were identified in order for Arkansas administrators and leaders to determine alternative motivational approaches that raise the districts' level of productivity. If the study identified specific motivational theories and practices that had a greater positive impact on teacher attitudes, educational leaders in the field could utilize these theories and practices in their day-to-day interaction with their staff. If experience was a factor in the motivation of teachers, it could have an effect on the level of motivation of experienced teachers versus those teachers who have less experience in the profession. School leaders, by utilizing leadership skills to interact with teachers at a certain experience level in a different way, could increase the level of motivation

among the experienced and non-experienced teachers. If the non-experienced teachers were found to be more motivated to improve professionally and more satisfied within their positions, further research could determine reasons for these differences in motivation level.

The body of research was intended to discover which professional practices motivated teachers to grow professionally and embrace change, which will help them to become more effective teachers. The finite goal of all educators is to improve student achievement. The information gained from this study was intended to improve the levels of achievement of students in Arkansas.

Todd Whitaker (2000) explained in his book, *Motivating and Inspiring Teachers*, morale plays an important role in the culture of the school and the school principal must understand motivational theory in order to lead the school to its highest potential. He cited several motivational research theories that had a significant impact on the culture of a school, including Maslow's hierarchy of needs and Herzberg's motivational-hygiene theory. These theories were the basis of the research conducted for this dissertation. Additionally, through his research, Whitaker identified building principals that were one standard deviation above on the *Audit of Principal Effectiveness* and determined "there is no question that the relationship between an effective instructional leader and an effective school is a significant one" (p. 17).

Research Question

Which motivational theories and practices most positively influence a teacher's desire to develop and improve professionally, and how does the experience level of the teacher affect the outcome?

Importance of the Study

The basic philosophy of educational leadership involves improving student achievement, which is the goal of all educators. In order to move toward attaining this goal, educational leaders must determine the variables that motivate and drive teachers to improve professionally and embrace change in order to meet the needs of all students. Educational leaders must determine work conditions that positively motivate teachers to improve in order to effectively lead teachers and students to success.

Theoretical Sensitivity

It is understood that the researcher's role, process, background, and experience lends to the overall integrity of this study. With this as the goal, the following background information is provided to establish this commitment to quality and integrity. I have been a public school educator for eighteen years. Five years were spent as an elementary classroom teacher and twelve years as a building and district administrator in south Arkansas. The researcher has lived in Arkansas for the past twenty-three years and has earned three successive degrees (B.S.E., M.S.E., and Ed.S.) from a four-year university in south Arkansas. In addition to working as a teacher, principal, curriculum specialist, and superintendent, I have conducted prior research on teacher motivation as a part of graduate course requirements.

Conceptual Framework

The conceptual framework is presented to provide a clear understanding of the phases and goal of this qualitative study. As indicated, the three components of the overall design include leadership, motivation, and the professional growth and development of teachers, which leads to improved student achievement. The qualitative research methods utilized for triangulation in this study included open-ended interviews, document collection, and observations.

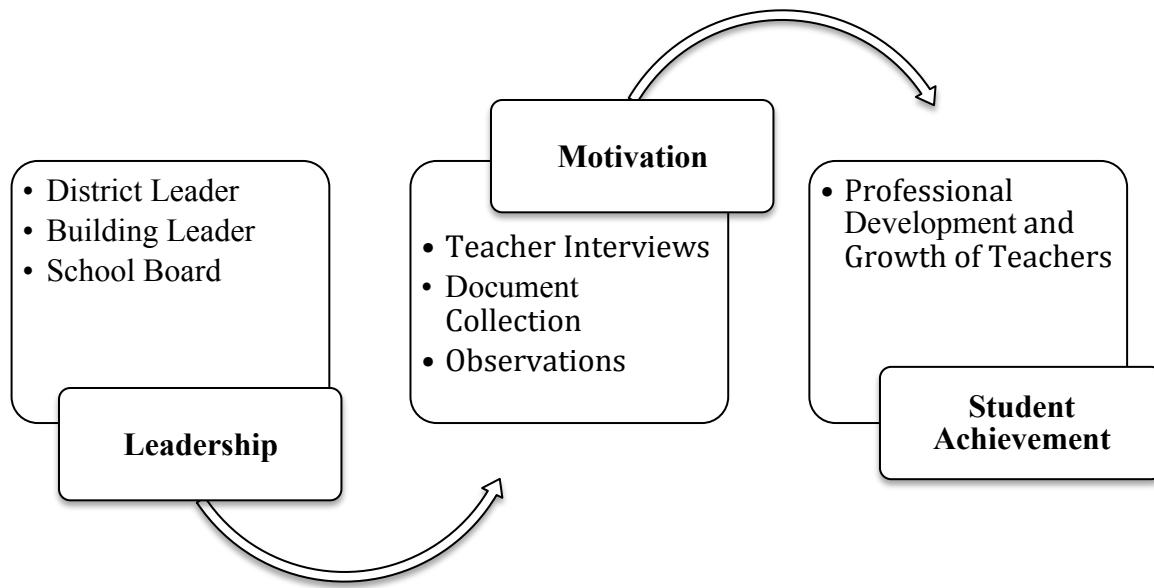


Figure 1. Conceptual framework for teacher motivation

The first phase of the study included working with district leaders, building leaders, and classroom teachers to secure cooperation for the study and to identify the participants. Because the number of teaching certified by the National Board for Professional Teaching Standards is limited in Arkansas and the region, identification through the area educational cooperative was essential. Permissions were obtained by the educational cooperative leader, and selected teachers, in accordance with the Institutional Review Board (IRB) guidelines.

The second phase of the study included the interviews and observations, as well as the process of collecting documents relative to the study. Coupled with the literature, these open-ended interviews allowed the researcher to identify the intrinsic motivational factors that significantly impacted the teachers' desire to grow and improve professionally. The observations and documents were used to triangulate the data in order to determine the themes that appeared through the coding process.

The third phase of the study included a careful review of the data and a reflective process. It is an overarching goal for any school leader to improve the achievement levels of students under their leadership. Part of this process involves developing high-quality teachers that are driven to improve professionally. It is with this in mind that the researcher developed the conclusions highlighted in this study. A contribution was made to the field of educational leadership by identifying the intrinsic motivational factors that have a significant impact on their desire to grow and improve professionally.

Parameters of the Study

Eight teachers were selected for an in-depth interview with the researcher. In order to establish a variable between the total teaching population in Arkansas and those who have achieved a distinguished level of success, the selected participants were teachers who earned a certificate from the National Board for Professional Teaching Standards in their field. Because the total population of teachers certified by the National Board for Professional Teaching Standards in the region was limited, participants who meet the criteria and teach in the region were asked to volunteer to serve as a participant.

Definition of Terms

The following items are defined to help clarify the understanding of this research:

Motivation: the general feelings and attitudes teachers have concerning professional development, renewal and change.

Intrinsic motivation: behavior that is driven by internal rewards.

Extrinsic motivation: behavior that is driven by external rewards.

Experienced: teachers who have practiced for at least fifteen years.

Non-experienced: teachers who have practiced for less than fifteen years.

Assumptions

It is assumed that participants were honest in their expression of opinions. It is also assumed the participants interpreted the definition of motivation outlined in the interview as the general feelings and attitudes teachers have concerning professional development, improvement, and change.

Considerations

Because the population of certified practicing teachers in Arkansas was beyond the scope of this survey; there were limitations to the study. A total of eight teachers were selected from the regional educational cooperative area for an in-depth interview and observation with the researcher. However, as a qualitative study, the case study provided data that were validated.

Summary

Due to the constant change in policies, curriculum, and accountability within public education, teachers and administrators are regularly working to meet the demands of the profession. A clear understanding of the influences motivational factors exert over public school teachers is important. Leaders must understand what motivates teachers to improve professionally if they hope to improve quality of their schools and the level of student achievement.

This study was conducted during the spring semester of 2014 and will provide important information to the principals and district administrators of Arkansas. It identifies the key motivational theories and practices, which had a greater positive influence on teachers regarding professional development, renewal, and change. The study also revealed the differences between the experienced teachers and non-experienced teachers regarding professional development, renewal and change.

Organization of the Dissertation

This dissertation is organized into five chapters. Chapter 1 consists of the dissertation's introduction while Chapter 2 provides a review of literature on the topic of teacher motivation. Chapter 3 outlines the qualitative methodology utilized to complete the study while Chapter 4 presents the results of the study. Chapter 5 provides a conclusion to the problem statement, recommendations, outlines the contribution this research makes to the field of education, and will summarize the research findings and provide suggestions for future research.

Chapter Two: Review of the Literature

Organization of the Chapter

This review of literature is organized into four topics that include the introduction, the role of the school leader, motivational theories, and additional relevant research on teacher motivation. Tables are displayed prior to each section and organize the references by topic.

Approach to the Literature Review

This review of literature examines leadership and the theories of motivation as they relate to the motivation and professional development of teachers. The types of literature examined included but were not limited to books, journal articles, research studies, government documents, dissertations, and bibliographies.

The first area of literature reviewed was the role of the school administrator in creating an effective school and promoting the successful growth and development of teachers. The research cited indicates the building principal plays a significant role in motivating teachers to strive for professional excellence.

The second and most significant area of literature reviewed was the overview of concepts dealing with motivation theory and teacher motivation. In order for school leaders to develop better systems for managing human potential, they need greater insights into and knowledge about the indicators that motivate teachers to grow professionally. A review of literature on theories of motivation can provide a better understanding of the human motivation and incentives, which operate within the school setting.

The third area of literature reviewed consisted of other relevant studies in the area of teacher motivation and renewal. Many of these studies include dissertations and research published in various educational research journals.

The researcher utilized the services of the university library and research specialist in conducting the review of literature. The library website was used to locate resources via search engines such as Ebsco and Pro-Quest to explore related research in the field of teacher motivation. Key words “teacher motivation,” “motivation in education,” and “teacher renewal” were used to conduct a great deal of the inquiry, while specific theorists such as Herzberg and Maslow were used when seeking information about their work.

Introduction

If it is important we learn from the best teachers, it is also important to discover reasons why these teachers continue to acquire the skills necessary to grow professionally. Motivation is perhaps the most critical variable in producing change (Ryan & Deci, 2000). The topic is far-reaching and its effects on school climate and culture have been a central piece of many leadership books, journals, conferences, and presentations over the last 20 years. Dzubay (2001) explains “motivation cannot be done to someone – it cannot be controlled or commanded into being; it is a complex human dynamic that, at best, we can aim to understand and work to inspire” (p. 1). Motivational behavior, including professional learning and the behavior of teachers, is positively influenced by motivational theory and factors (Maehr & Braskamp, 1986).

As Jason Glass (2011) presented in his dissertation from Seton Hall University, a teacher’s behavior is only “conditionally influenced” by the pursuit of money or extrinsic rewards. This research underscores the notion that intrinsic motivational factors have a more significant impact on a teacher’s desire to improve professionally and builds a strong case that a teacher’s innate desire to improve is determined by factors that can be influenced by educational leaders.

A dissertation published by Brown (2008) reviewed teacher motivation as it related to intrinsic versus extrinsic affects, teacher versus administrator perceptions, and the influence gender and experience have on teacher perceptions of motivational theory. She concluded in her dissertation from a qualitative study of Arkansas teachers, the most significant impact on teacher motivation was “pride in work,” which paralleled Maslow’s findings of the need for self-actualization. It is with this idea that this research study intends to determine from distinguished educators, “What motivates you to attain and retain your level of professionalism, success, and distinction?”

Table 1

Role of the School Leader

Author	Research	Methods	Conclusions
Darling-Hammond, 1988	Book	Document	Provided a historical review of educational policy
DuFour and Eaker, 1998	Book	Document	Presented a comprehensive view of the impact of professional learning communities
King, 2006	Dissertation	Document	Defined leadership within high-performing and at-risk schools
Little, 1981	Article	Literature review	Provided an overview of effective traits of principals
Lortie, 2008	Book	Case study	Described motivational theory in relation to school teachers
Marzano, 2005	Book	Document	Presented leadership theory and processes and the nature of 21 st century leadership reform
Sergiovanni and Carver, 1980	Book	Document	Described the leadership role of the new school principal
Stronge, 2008	Book	Document	Describes characteristics of effective school leaders

Note. Table 2.1 describes the literature used to review the role of the school leader.

Role of the School Leader

Although the precise role of the school leader in ensuring optimal educational outcomes for students continues to be debated, school leaders are still held responsible for the academic performance and achievement scores of students. According to Stronge (2008), the direct responsibility of improving instruction is in the hands of the school principal, and second only to the classroom teacher.

Marzano, Waters, and McNulty (2005) state, “theories of leadership abound” (p. 4). They provide examples of these beliefs that include the “great man” theory; this theory explains, for example, the Jewish nation would have remained in Egypt without Moses and the British would have conceded to the Germans in 1940 without Winston Churchill. They also include trait theories, which proclaim leaders naturally possess superior qualities that differentiate them from followers. Environmental theories assert that leaders emerge as a result of time, place, and circumstance. The researchers continue to explain that regardless of the theory, leadership has been directly linked to the effectiveness of organizations for many years (Marzano et al., 2005).

The beliefs about school leadership are no different from those of other organizations. Leadership is considered vital to the success of a school’s mission (Marzano et al., 2005). Sergiovanni and Carver (1980) suggested the leadership of the principal is the critical factor in determining the effectiveness of a school. From this finding, it is not disputed that an effective principal is the key an effective school. To illustrate, Marzano (2005) cited a 1977 U.S. Senate Committee Report on Equal Educational Opportunity identifying the principal as the single most important and influential person in a school.

In addition, educational leaders recognize that if schools are to improve, the professional development of the teachers is critical (Darling-Hammond & Berry, 1988). Principals have a

key role in this process. One study found that principals in effective schools are the leading influence in implementing a culture of continuous improvement (Little, 1981). In situations where the school culture placed high value on collegiality and the drive for continuous improvement, professional development was found to have a more significant impact on the teachers and students.

Collegiality refers to the idea that teachers work, plan, and share together as colleagues or team members. Collegiality is present when teachers participate in shared discussions, collective inquiry, and other activities that include planning, designing, and experimenting with innovation. Teachers have been found to participate more readily in professional growth activities when the school culture fosters a shared vision and when experiences among staff members promote teamwork and data-driven decisions (DuFour & Eaker, 1998).

A culture of continuous improvement insists that all team members strive for improved knowledge and best practice. In this context, teachers' attitudes toward professional growth development are critical to the success of the school and the achievement of the students. (DuFour & Eaker, 1998). Little's (1981) research underscores this idea by stating, "professional development appears to have the greatest influence toward school success and the greatest results with students in schools where there is a norm of continuous improvement" (p. 13). It is clear from the research the professional growth and development of teachers is a key factor in influencing school effectiveness, teacher quality, and student achievement; and identifying the motivational factors that drive teachers to improve their professional practice is of crucial importance.

Individual teachers are motivated by a variety of factors. The factors cited in a study by Lortie (2008) are both intrinsic and extrinsic in nature. There is evidence to suggest teachers are

significantly influenced by intrinsic motivators in their desire to improve and grow professionally (Lortie, 2008). Additionally, Pink (2009) suggests extrinsic rewards are only effective in relation to short term, non-cognitive tasks; and that intrinsic motivators (autonomy, mastery and purpose) are key to improving productivity and innovation in the workplace.

King's dissertation from the University of Maryland describes the school principal as one of the most significant factors in school improvement efforts. King (2006) utilized ten schools, five at-risk and five high performing, to study the leadership traits exhibited by their respective principals. The purpose of the study was to differentiate between the leadership traits most associated with and exhibited among principals in the at-risk schools versus those of the principals in the high-achieving schools, and develop a correlation between the two sets of leaders. The main conclusion of the study found principals in higher achieving schools are able to spend more of their time in an instructional leadership role than principals who lead at-risk schools. In the at-risk schools, the natures of the day-to-day demands of the school principal were not related to instructional leadership but rather managerial tasks (King, 2006).

Table 2

Motivational Theory

Author	Research	Methods	Conclusions
Herzberg and Mausner, 1993	Book	Document	Reported the theory of motivation in relation to work
Herzberg, 2010	Book	Document	Reprinting of the original two-factor theory of motivation
Hoy and Miskel, 2007	Book	Document	Comprehensive overview of educational leadership theory and practice
Klassen, 2010	Article	Document	Presented teacher motivation findings from a culturally diverse perspective
Maslow, 1970	Book	Document	Established the basis for the Hierarchy of Needs
Miskel, 1982	Article	Case study	Includes information related to motivational theory and educators
Sergiovanni and Carver, 1980	Book	Document	Offered an overview of characteristics and responsibilities of new school leaders
Steers and Porter, 1987	Book	Document	Offers motivational theory in relation to work behavior
Whitaker, 2000	Book	Document	Reviews motivational theory from a practitioner's perspective

Note. Table 2 outlines the literature used to review theories of motivation

Maslow's Hierarchy of Needs

Abraham Maslow believed the driving force behind all human behavior is the desire for the satisfaction of needs. Maslow (1970) developed the five-tiered hierarchy depicted in Figure 1. The first level, physical needs, includes the basic human necessities of shelter, warmth, food, and drink. The second level, safety needs, relate to one's desire for security, structure and stability. The third level consists of social needs, which include belonging to a group, trust and acceptance. Esteem needs, the fourth level, contains the desire for status, responsibility, reputation, respect and confidence. The fifth and highest level in Maslow's hierarchy is one's desire for self-actualization or personal growth and fulfillment.



Maslow's Hierarchy of Needs (1970)

Figure 2. Maslow's Hierarchy of Needs

The Times 100. (2014). Retrieved April 1, 2014 from <http://businesscasestudies.co.uk>

Maslow believed this needs hierarchy is pursued by most at a different level of intensity. He explained that when the needs of one level are not met, it creates a conflict that leads individuals to behave in ways that do not lead toward self-actualization. There are misconceptions related to Maslow's theory. One such misconception is the belief that one need must be satisfied before the next need emerges. Maslow clarified his theory by explaining that the level of satisfaction decreases as one rises through the hierarchy. He also argued in terms of motivation, the first three levels do not instill a sense of drive in an individual. However, the fourth and fifth levels are rarely satisfied and therefore continually motivate. Maslow's theory also stated that less than 1% of the human population actually reaches self-actualization (Maslow, 1970).

Steers and Porter (1987) believed although Maslow's theory is generally accepted, there is only a small amount of empirical evidence to support its framework. Critics of the theory feel the information presented is not specific or concrete, and portrays a vague generality that cannot be measured. Miskel (1982) explains that the surveys used to test Maslow's theory have been found to be weak in their ability to measure what is needed. However, despite the lack of empirical evidence, Maslow's theory continues to be the foundation of most studies on motivation.

Herzberg's Two-Factor or Motivational-Hygiene Theory

In 1959, Frederick Herzberg (2010) published the motivational-hygiene theory stating job satisfaction and dissatisfaction are affected by two different sets of characteristics. The theory was considered controversial at the time and led to many replicated studies over the next several years (Herzberg, 1987). Herzberg also revisited the theory through numerous studies. Herzberg and Mausner (1993) found that contrary to Maslow's hierarchy of needs, which focused on the

needs satisfaction, Herzberg's theory categorized outcomes from the job (such as achievement and recognition) as the method in which one attempts to achieve job satisfaction. Their findings were based on a study of engineers and accountants and the respondents were asked to identify significant events at work that had improved and/or reduced job satisfaction.

Herzberg's theory proposed that certain factors act as satisfiers when present but not as dissatisfiers when not present. He found the intrinsic aspects of work such as advancement, recognition and achievement were linked to job satisfaction (Herzberg & Mausner, 1993). They labeled these as "motivator factors" because they were more effective in motivating individuals to greater performance at work. In addition, they theorized that other factors act as dissatisfiers but in their absence, do not result in job-satisfaction. Job dissatisfaction was most often associated with extrinsic aspects of work such as supervision, work conditions, and salary. Herzberg and Mausner (1993) labeled these as "hygiene factors" because they were preventative in nature and externally controlled. This suggested that leadership practices aimed at controlling hygiene conditions only have restricted motivational influence over teachers.

Sergiovanni and Carver (1980) criticized Herzberg's findings for its methodology and its limitations. In addition, Hoy and Miskel (2007) argued the studies that utilized rating scales have generally not supported Herzberg's theory. However, they suggested Herzberg's motivation-hygiene theory and Maslow's hierarchy theory had a similar conceptual design. As Hoy and Miskel noted, "achievement and responsibility factors act to reinforce the self-actualization, and likewise, hygiene factors can be related to physiological needs" (Hoy & Miskel, 2007, p. 257).

Additionally, Whitaker (2000) made a strong case for the importance of a school leader's understanding of motivational theory. He stated, "Herzberg's theory is an important one for

educational leaders because the essential items such as complimenting someone, allowing someone autonomy in their duties, and providing recognition are things that school leaders have control over” (p. 11).

Finally, Klassen’s (2010) study on teacher motivation used a qualitative approach to measuring teacher motivation. The study reviewed cross-cultural motivational research and cites similarities in measures of motivation across diverse countries (Klassen et al., 2010). This topic continues to be of significance, not only in the education circles of the United States, but around the globe. He concluded by stating his “study has extended understanding of motivations for teaching, and leads to future research investigating how motivation forms and operates” (Klassen et al., 2010, p. 587).

Table 3

Relevant Studies on Teacher Motivation

Author	Research	Methods	Conclusions
Baron, 1991	Book	Document	Provides a comprehensive overview of motivational theory and research
Brown and Hughes, 2008	Article	Document	Presents motivational theory and its affect on teacher morale
Fox, 1996	Paper	Literature review	Provided a comprehensive overview of teacher motivation
Kaufman, 2004	Paper	Document	Provides relationship between teachers motivation and commitment to profession
Koka and Hagggar, 2008	Article	Case study	Reviewed the motivational behavior of students in an educational environment
Morgan, 2007	Article	Document	Described teacher motivation characteristics
Scott, 1986	Dissertation	Literature review	Provides motivational factors of elementary school teachers
Sergiovanni and Carver, 1980	Book	Document	Offers an overview of characteristics and responsibilities of new school leaders
Sergiovanni, 1967	Article	Document	Described satisfiers and dissatisfiers of teachers
Thoonen, 2011	Paper	Document/literature review	Concluded teacher engagement in professional activities affected motivation
Trusty and Sergiovanni, 1966	Article	Case study	Outlined recommendations for restructuring teacher roles
Wagner and French, 2009	Article	Case study	Reviewed motivational factors in relation to professional grown among early childhood teachers

Note. Table 3 outlines the literature relevant to teacher motivation

Relevant Studies on Teacher Motivation

To motivate an individual to improve, it is necessary to assess the present motivational level, to understand the cause for that level and to identify a strategy designed to facilitate the professional growth. Motives are the thoughts and feelings that cause a person to act and to react in certain ways. “When teachers believe stronger in their capabilities to achieve a desired result, they are more engaged in professional learning activities” (Thoonen, et al., 2011).

Research on motivational theory is abundant in the realm of academia. Brown & Hughes (2008) introduced the importance of motivational theory by stating “motivation shapes not only our personal choices, but also our professional behaviors” (p. 47). Intrinsically motivated individuals engage in behaviors out of enjoyment, or from a sense of pride and accomplishment, while extrinsic motivation is a result of a desired reward and the behavior exhibited to receive the reward (Brown & Hughes, 2008). Finally, Baron (1991) highlighted the overarching significance of motivational theory by declaring motivation as “one of the most pivotal concerns of modern organizational research” (p. 1).

Whitaker (2000) has explained that teachers need to be respected and to feel valued as professionals. If teachers feel a sense of respect, the level of commitment to their students and school increases. Fox (1996) measured levels of teacher motivation and found certain factors that were significant in regard to how they affected the teachers. He explained that teachers must feel a sense of ownership and involvement in the decision-making process for the school. Pink (2009) also described “autonomy” as a significant factor in creating a more productive and energized team in the workplace.

Based on Maslow’s theory, Trusty and Sergiovanni’s (1966) study of teacher motivation used Porter’s Needs Satisfaction Questionnaire. They found the absence autonomy, esteem and

personal growth and fulfillment to be most prevalent among teachers. They also compared the differences between genders in relation to teacher motivation and found that teaching provided more need fulfillment for women than men. They also suggested the desire for advancement for men exceed that of women.

Sergiovanni's (1967) study of elementary and secondary teachers was replicative of Herzberg's original study. His findings were similar to Herzberg's original study in that motivators and hygienes were considered to be mutually exclusive. He found that achievement and recognition were factors contributing to job satisfaction. Achievement emerged as the motivator with the most significant impact on teachers with regard job satisfaction. Day-to-day activities such as hall duty, lunch duty and meetings led to job dissatisfaction. Sergiovanni's conclusions supported Herzberg's hypothesis that satisfiers and dissatisfiers are mutually exclusive.

Kauffman (2004) presented a follow-up study on teacher motivation. Her study did not replicate the Herzberg research, but identified teachers who were primarily concerned with motivation factors (satisfiers). Her study supported Herzberg's ideas and concluded that there were teachers in the profession who sought out motivation. Her data also indicated that these teachers were more committed to the teaching profession than others who were not affected by motivational factors. Kaufman concluded that the exclusion of hygiene factors would not result in motivated teachers.

A dissertation consisting of a study of elementary teachers in a southern state followed closely the methods of Herzberg. Scott's (1986) intent was to determine the motivational factors of elementary school teachers through the use of an in-depth interview format. Scott's study found that achievement, interpersonal relations with colleagues and administrators, recognition,

and discipline significantly affected the motivation of teachers. Additionally, advancement, supervision, responsibility, working conditions, and factors in personal life were found to be only slightly significant. Achievement and recognition factors were found to be substantially significant in causing positive job attitudes of teachers (Scott, 1986). These findings were compatible with the Herzberg's findings.

The research of Wagner and French (2009) was conducted to first determine "what factors within the social context of early childhood teachers' workplaces are related to their motivation for professional growth" and second to determine "the relationship between early childhood teachers' motivation for professional growth and change in teaching practice" (p. 152). There are many unknowns when reviewing the lack of success of professional development in influencing continual teacher change.

Wagner and French (2009) collected data from a combination of teachers and teaching assistants who participated in a 2 ½ year study of a curriculum-based professional development program consisting of monthly workshops and on-site support visits. Data from The Intrinsic Motivation Inventory (IMI)(Ryan, 1982) and the Early Childhood Job Satisfaction Survey (ECJSS)(Bloom, 1989) were used to answer the research questions. They hypothesized there would be a positive correlation between four of the five ECJSS facets and the relationship to intrinsic motivation based on the IMI. Data were collected by personal surveys and phone interviews drawn from Academic Year 2. The four ECJSS facets hypothesized to demonstrate a positive relationship between professional development and a change in teacher behavior are: supervisor support, co-worker relations, nature of the work, and working conditions with pay and opportunity for promotion were not considered to provide a positive correlation.

Upon conclusion of the study, data from both the teachers and teaching assistants were combined to confirm the original hypothesis. Limitations of the study include sample size, varying educational level of the participants, and the fact that all data were collected at the same time. When reviewing the two groups separately, the lack of equal pay and opportunity for promotion had a significantly more negative influence over the teaching assistants than the teachers, and student change is a strong motivator for continual teacher change in teaching practice.

Motivational theory stretches beyond teachers in the classroom and can be applied in a broader sense including students and learners (Koka & Hagggar, 2008). In their study of physical education self-determined motivation, Koka and Hagggar (2008) examined the mediating effects of the student's psychological needs on various perceived teaching behavior dimensions. Participating students numbered 498 and ranged in age from 12 – 17 with a mean age of 13.76. In the study, teaching behaviors both positively and adversely impact the students' psychological needs, competence need satisfaction, autonomy need satisfaction, and relatedness need satisfaction, and have the potential to severely limit students' self-determined motivation.

Koka and Hagggar (2008) determined that teaching behaviors such as teaching/instruction, situation consideration, negative non-verbal, and autocratic behavior had no positive effect on psychological needs, while democratic behavior and positive general feedback had positive impacts on autonomy need satisfaction. Positive general feedback also positively influenced both the students' competence need satisfaction and relatedness need satisfaction. It is interesting to note that positive verbal feedback has less impact on competence need satisfaction as the student ages and it becomes less desirable to be singled out in front of peers.

Because “people are motivated to engage in activities that satisfy their basic psychological needs” (p. 83), Koka and Haggar recommended that teachers should be aware of the power they have to increase self-directed motivation by providing activities that include the opinions of students, make complex tasks easier to learn, and provide opportunities to demonstrate positive feedback to students. Physical education teachers should try to limit situations where they appear uncompromising and refrain from non-verbal negative feedback.

The University of Amsterdam released a study by Thoonen, Slegers, Oort, Peetsma, and Geijsel in 2011 that examined the relative impact of four leadership tenants, including teacher motivation. It stated the following:

Motivational factors, including expectancy, value, and affective components, appeared to have differential effects on teachers’ engagement in professional learning activities. Most of the variance in teachers’ engagement in professional learning activities is explained by the expectancy component of teacher motivation: teachers’ sense of self-efficacy. Teachers’ sense of self-efficacy appears to be the most important motivational factor for explaining teacher learning and teaching practices. (Thoonen et al., 2011, p. 524)

The researchers utilized three aspects of motivational theory to summarize their findings. These include the expectancy, value, and affective components of motivational theory. The expectancy component is relevant in that it relates to one’s ability to perform a task, or self-efficacy. The value component is comprised of the teacher’s goals in relation to completing the task and the importance and interest attributed to the task.

The study of teacher motivation conducted by Morgan, Kitching, and O’Leary (2007) focused on positive and negative experiences, frequency, and the influence of proximal location on the affective intensity of the event. The study was conducted by a questionnaire reaching approximately 1,400 teachers in Ireland with a participation rate of 50%. The demographics of the sample were 90.5% female with fewer than three years of teaching experience. 79.8% of

participants entered teaching through the regular route with 81% having a Bachelor's Degree. In addition, 30.3% of the teachers taught students identified as disadvantaged.

The motivational components studied were teacher commitment, efficacy, organizational citizenship, and readiness for learning and professional development. The frequency of both positive and negative events in a teacher's daily activities was found to influence the affectivity of the event (Morgan, Kitching, & O'Leary, 2007). The second component of the study, also found to influence affectivity, was the zones of influence (classroom, school, national, and global). "Enjoying the interpersonal aspect of relationship with students" and "feeling there are too many constraints for me to teach properly" (p. 14) were the strongest positive and negative motivational influences and were both found to be at the classroom level zone of influence. The second most influential zone for teacher motivation was found to be the school level zone, with the highest positive and negative influences being: "feeling that I am a part of a professional, dynamic school community" and "not having adequate resources for teaching" (p. 14). The third zone of influence was the global level zone, with positive and negative influences identified as "becoming aware of how significant the work of teachers can be in peoples' lives" and "seeing how teachers are negatively portrayed on TV" (p. 14). The national zone was determined to be the least influential for teacher motivation citing "being aware that the education system works better for more children" and "hearing the Irish teachers have to stay in school after hours" as the positive and negative influence (p. 14).

It is interesting to note that negative influence was not simply a lack of positive influence and that creating positive experiences was more effective than preventing the occurrence of negative events. It is also important to note that it was not simply the absence of negative experiences that sustain motivation, but that the daily affirmations of original desire to enter the

teaching profession had the greatest influence on teacher motivation and retention (Morgan, Kitching, & O'Leary, 2007).

Summary of the Literature Review

Although none of the motivational theories have been able to incorporate all of the factors that influence the motivation of teachers, each theory addresses some of the research associated with motivation. Consequently, Maslow's hierarchy of needs and Herzberg's motivation-hygiene theory remain the most cited regarding motivational influence and job satisfaction. This literature review presented both the theory and subsequent studies dealing with teacher motivation and human behavior. The research is clear in that motivation is a critical aspect of work production and job satisfaction. Given the significance of the many factors that play a role teacher motivation, further research on motivation of the successful teachers would be relevant.

Chapter 3 will outline the research methodology for the qualitative study designed to determine how intrinsic motivational factors affect the attitudes and professional growth of teachers who have attained a high level of expertise and certification in their field. It includes the purpose of the study, the research question and a detailed outline of the research design.

Chapter Three: Methodology

Organization of the Chapter

Chapter 3 outlines the research methodology for the qualitative study designed to determine how intrinsic motivational factors affect the attitudes and professional growth of teachers who have attained a high level of expertise and certification in their field. Chapter 3 includes the purpose of the study, the research question and a detailed outline of the research design. It also includes information related to data collection process and sample selection. The chapter outlines the aspects of prolonged and persistent engagement, trustworthiness, triangulation, peer debriefing, member checks and audit trail. Finally, it will provide a summary of the qualitative methodology used to complete this study on teacher motivation.

Introduction

The basic philosophy of educational leadership involves improving student achievement, which is the goal of all educators. To move toward attaining this goal, educational leaders must determine the variables that motivate and drive teachers to improve professionally and embrace change in order to meet the needs of all students. Educational leaders must identify conditions that positively motivate teachers to improve in order to effectively lead teachers and students to success.

Purpose of the Study

The purpose of this qualitative study was to determine which intrinsic motivational factors might influence Arkansas' teaching population in toward professional growth and development. As a qualitative study, it was designed to determine whether a selected group of participants from the Arkansas teaching population had a more favorable attitude toward certain

motivational theories and practices, and how these attitudes influenced their professional growth, attainment, and the quality of their work.

In addition, the design of the study was to determine whether specific extrinsic or non-motivational practices were identified and to suggest how Arkansas' educational leaders might establish alternative theoretical approaches to motivation in order to increase productivity. This study was also intended to discover which professional practices motivate teachers to grow and improve professionally. The finite goal of all educators is to improve student achievement. The information gained from this study was intended to improve student achievement within the state of Arkansas.

This study was conducted in the southern part of Arkansas with participants who were current public school teachers within the region. Data were collected through in-depth interviews with teachers who earned a certification by the National Board for Professional Teaching Standards (NBPTS). School leaders may find the results of this research interesting as they seek to improve the quality of their teachers and increase the achievement levels of their students.

Research Question

Which motivational theories and practices most positively influence a teacher's desire to develop and improve professionally, and how does the experience level of the teacher affect the outcome?

Research Design and Timeline

According to Marshall and Rossman (2006), qualitative research genres have become important in education and other social sciences and applied fields. It is a broad approach to the study of social phenomena and described as a "rich description of ethnography and narratives of

complex personal journeys” (p. 9). Heppner and Heppner (2004) explain that the qualitative process can be analogous to meditation in that what the researcher sees often depends on how he or she looks at it. The questions asked and methods used are filtered through “the lenses of knowledge, language, values and world views” (p. 136). The research design for this study was based on the researcher’s interest in teacher motivation and experience in the field of public education. John Creswell (2007), a university professor and researcher in qualitative design, states, “qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 15).

The timeline for this study was developed to give the researcher ample time in the field to complete the process of data collection. The researcher spent approximately four weeks in the field conducting interviews and observations while reviewing documents and artifacts that related to the study. The entire study was conducted in a one year time span.

Participants

Eight participants were interviewed individually, in-depth using a protocol developed and approved by the researcher’s dissertation committee. The participants were informed that the study was designed for a doctoral research project at the University of Arkansas and all IRB guidelines and protocol were adhered to throughout the process.

Criterion sampling (Marshall & Rossman, 2006) was utilized during the research process and a common criterion was utilized to select the participants. All participants of the study were certified by the National Board for Professional Teaching Standards (NBPTS). NBPTS (2013) explains that certified teachers undergo a rigorous, performance-based, multiple-measure, peer-reviewed process that is built on high-standards of measurement to assure valid and reliable results. The process takes approximately 12-36 months to complete, costs in excess of \$2,500,

and includes an assessment and portfolio submission, in addition to other requirements.

Candidates must have three years of teaching experience to be considered eligible for the program. According to the NBPTS, the certification has become the “most rigorous, coveted and respected professional certification available in education” (NBPTS, 2013).

With the notion that this study was designed to determine which motivational factors significantly affect a teacher’s desire to improve professionally, the researcher selected the National Board for Professional Teaching Standards certification as a standard or benchmark for teachers having demonstrated a high-level of professional excellence and competence.

Data Collection

Creswell (2007) explains the four types of data used to collect information for qualitative research design, which include, interviews, observation, documents, and audio-visual materials. The research for this case study was conducted in phases that consisted of interviews, observations, a review of documents, data interpretation, and findings. In-depth interviews were conducted with teachers who held a National Board Certification. The interviews were conducted to determine the overall findings of the research and to provide for open coding of the data in order to identify major themes. In addition, classrooms observations were conducted with each participant and notes were scripted in a traditional observation setting. Documents and criteria for achieving the National Board for Professional Teaching Standards certification and other documents relevant to the study were also reviewed and utilized during the data review and interpretation.

Interviews

Barusch, Gringeri, and George (2011) explain that strong qualitative research methods rely on relationships and communications skills in the collection and interpretation of qualitative

data. The data collection process for this study began with in-depth interviews of participants. The purpose of the questioning was to determine which intrinsic motivational factors had a greater influence on the teacher's ambition to attain or qualify for an educator's highest level of professional standards. The intrinsic motivational factors discussed in the interviews were selected from the body of research collected for the review of literature on teacher motivation and motivational theory.

In addition, participants were presented several intrinsic motivational factors and asked to discuss their affect in relation to their attitude toward professional growth and achievement. These intrinsic motivators included questions concerning achievement, recognition, advancement, belonging, acceptance, self-esteem, control, inclusion, respect, fairness, and student achievement.

For this study, an in-depth interview was defined as informal and conducted in an informal setting with the purpose of allowing the participant to articulate how the selected motivational factors affect their growth and disposition as a public school educator. The interviews were designed to last one hour or less and were recorded using a digital recording device. The interview sessions were conducted at a mutually agreed upon site and were transcribed at a later date.

Observations

Marshall and Rossman (2006) describe observation as a "fundamental and highly important method in all qualitative inquiry" (p. 99). Creswell (2007) outlines several suggestions when planning observations as part of a qualitative study. Using a designed protocol and clearly defining the researcher's role and purpose during the observation is critical for establishing credibility with the process.

The teaching observations for this study were designed to provide data about the behaviors and disposition of National Board Certified teachers. Observations were conducted by reviewing the teacher's video submission for the program, sitting in on a lesson and participating in networking meetings. Scripted notes were taken by the researcher and subsequently transcribed electronically post-observation. Relative to teacher motivation, the data collected through the observations were used for triangulation in Chapter 4 and provided a foundation for the answer to the research question.

Document Collection

The criteria and process to obtain the National Board Certification were collected and reviewed. Other documents in relation to National Board Certification were retrieved as well to provide the full scope of data needed to complete this study. The following is a list of documents collected and reviewed for this research:

- NBPTS mission statement (National Board for Professional Teaching Standards, 2013)
- NBPTS history (NBPTS, 2013)
- Policy related to NBPTS (United States Department of Education, 2013)
- NBPTS strategic priorities (NBPTS, 2013)
- 2013 Guide to National Board Certification (NBPTS, 2013)
- NBPTS eligibility guidelines and application (NBPTS, 2013)
- NBPTS certification process outline (NBPTS, 2013)
- NBPTS five core propositions (NBPTS, 2013)
- NBPTS scoring rubric (NBPTS, 2013)
- NBPTS standards and certificate areas (NBPTS, 2013)
- Arkansas' list of NBPTS certified teachers (Arkansas Department of Education, 2013)

The documents were dated, coded and secured and only available to the researcher throughout the process. Documents that were supported by the interview and observation data were archived for future use in this study.

Site and Sample Selection

Interviews were conducted at a mutually agreed upon site with eight teachers certified by the National Board for Professional Teaching Standards selected for the study. The teacher and educational cooperative director in the selected teacher's cooperative area were asked for consent to participate in the study. Participants were observed by reviewing the video submitted for the certification process.

Criterion sampling was used to select the participants with each teacher having earned their certification from the National Board for Professional Teaching Standards. Of the participants certified in the region, the researcher chose a diverse sampling of teachers who were willing to participate and who met the qualifications outlined in the study. The sample included a diverse population that considered race, age, and gender of the qualified and willing participants. In addition, the participants selected were from various schools and districts and represented teachers in different subjects and grades. All university IRB regulations and guidelines related to informed consent were followed during the data collection process.

Participants were selected from one of the nine regional educational cooperative areas of the state. This area includes twenty-two school districts in southwest and central Arkansas, with three districts in southwest Arkansas chosen to select eligible participants from.

Depth vs. Breadth

In this study, the concept of depth was delimited throughout the research process. Through the in-depth interviews, classroom observations, and full document review, the researcher was able to obtain a full range of information and data pertaining to the study of teacher motivation and its affect on the disposition of teachers holding a top credential. Specifically, the questioning technique was designed to allow the participants to expand their thoughts when a specific motivational factor elicited a more in-depth response or reaction from the participant. This open-ended inquiry allowed follow-up questioning in the study to achieve the depth needed in the inquiry.

Researcher's Role Management

It is a challenge for the positionality of the qualitative researcher to not inhibit or bias the study; and it is suggested that when direct experience facilitates initial curiosity, the researcher should directly link that curiosity to follow-up questions. Existing theory and empirical research should provide a foundation on which the researcher builds the study (Marshall & Rossman, 2006). It was the researcher's goal to engage in this process as a professional with interest in the topic of teacher motivation. The researcher's positionality did not interfere with the research design or methodology and an unbiased mindset was reiterated throughout the study. In addition, participants were selected based on their ability to attain a rigorous professional credential in the field of education.

Each participant was presented with the "intent to participate form" and agreed to the terms prior to the interviews and observations. Following each interview and observation, the participants were again provided the purpose of the study and all confidentiality commitments made by the researcher were ultimately reviewed.

Managing & Recording Data

Data were organized by creating a digital recording of each interview. From there, a transcript was created from the digital recordings and labeled appropriately. Each participant was encouraged to review the transcript for accuracy and clarification. All data were kept confidential during the research process and the identities of the participants were not used throughout the study.

Trustworthiness

Transactional validity assumes that qualitative research is more credible when specific methods are utilized during the inquiry. One of the most valued approaches to assuring transactional validity is trustworthiness (Cho & Trent, 2006). Creswell (2007) designates the employment of trustworthiness as a significant step in the approach to qualitative research verification.

For this study, trustworthiness (Lincoln & Guba, 1985) was employed by ensuring the findings were based on reliable information and credible respondents, prolonged and persistent engagement, triangulation, peer debriefing, member checks, and the determination of an audit trail.

Prolonged Engagement

Prolonged engagement assumes the researcher spends ample time in the field and establishes not only a full understanding of the subject, but completely recognizes the significance that culture and rapport have on the process (Onwuegbuzie & Leech, 2006). The data collection process for this study was completed over a four-week time period. The researcher has 18 years of teaching and educational leadership experience and was able to complete a thorough data collection process during this time period. Prior knowledge in the area

of teacher motivation and public education were established through the review of literature and related professional experiences in the field. Research findings were validated through the various phases of the research design.

Persistent Engagement

Persistent engagement was verified through a process of review in which data were examined to check for inconsistencies. Any inconsistencies of data were reviewed and verified through additional interviews and member checks. The participant's attitudes and beliefs in regard to teacher motivation and perceived behavior were considered in the evaluation of inconsistencies in the interview process.

Triangulation

Triangulation involves using multiple data sources and methods to reduce the possibility of random associations and systematic biases, allowing greater confidence in any interpretations made (Onwuegbuzie & Leech, 2006). The primary data utilized in this study were participant interviews, observational notes, and documents. Interviews were conducted at a mutually agreed upon site while the observations were conducted in a classroom setting. NBPTS documents and criteria were collected and reviewed to provide additional data. The availability of multiple data sources allowed the researcher to complete the triangulation process for this study, which increased the validity and credibility of the results.

Peer Debriefing

To avoid researcher error, peer debriefing was used to identify overemphasized or underemphasized points, vagueness, or general errors in the data. The researcher collaborated with other superintendents and doctoral students in the cohort frequently concerning the research

process and data. The researcher also attended data debriefing sessions after the interviews and observations were completed to help analyze the data for codes and themes in the research.

Member Checks

Interview transcripts and other qualitative data were documented and shared individually with participants to gain perspective from their questioning. Participants were invited to expand or clarify their responses to their own interviews.

Audit Trail

An audit trail was established as a process to confirm the data. Data were securely stored electronically and on the researcher's personal hard drive storage device. All aspects of data for this study were secured including:

- Recordings of interviews
- Transcript of interviews
- Collected documents and artifacts
- Observation notes
- Results of data and document analysis

Summary

Chapter 3 outlines the research methodology for the qualitative study designed to determine how intrinsic motivational factors affect the attitudes and professional growth of teachers who have attained a high level of expertise and certification in their field.

The purpose of the study was to determine which intrinsic motivational factors have an influence on Arkansas' teaching population toward professional growth and development within the profession. The study was designed to determine whether the selected participants of the teaching population favored certain motivational theories or practices, and how those attitudes

affected their desire to improve professionally. Participants were selected based on their attainment of the National Board for Professional Teaching Standards certification.

Data were collected using in three phases. Interviews were conducted with eight willing and qualified participants. Observations were conducted with each teacher in the classroom setting or video to determine participant practice. Finally, relevant documentation was collected and observed in order to achieve the depth of knowledge necessary to conduct this study.

Trustworthiness was employed to help ensure the findings were based on reliable information and credible respondents, prolonged and persistent engagement, triangulation, peer debriefing, member checks, and the determination of an audit trail.

Chapter Four: Data Presentation and Analysis

Introduction

The purpose of this study was to determine which intrinsic motivational factors influence Arkansas' teaching population in relation to professional growth and development within the teaching profession. As a qualitative study, it was designed to determine whether the selected participants of the Arkansas teaching population favored certain motivational theories and practices, and how those attitudes might affect their professional growth, attainment, and the quality of work.

In addition, the design of the study was to determine whether specific extrinsic or non-motivational practices are identified and to suggest how Arkansas' educational leaders could establish alternative theoretical approaches to motivation to raise the district's level of productivity. This study occurred in the southern part of Arkansas and its participants were current public school teachers within the region. Data were collected through in-depth interviews and observations of teachers who earned a certification by the National Board for Professional Teaching Standards (NBPTS). School leaders may use the findings of this research in their efforts to improve the quality of their teachers and increase the achievement levels of their students.

This chapter includes a review and discussion of key findings correlated to the research questions. I personally conducted the interviews with selected participants who met the criteria established for the study. Documents, interviews, observational data, and a research journal were used to answer the following research question: (1) Which motivational theories and practices most positively influence a teacher's desire to develop and improve professionally, and how does the experience level of the teacher affect the outcome?

Participants

Eight participants were interviewed individually and in-depth using a protocol developed and approved by my dissertation committee. The participants were informed that the study was designed for a doctoral research project at the University of Arkansas and all IRB guidelines and protocol were adhered to throughout the process. All participants involved in the study were certified by the National Board for Professional Teaching Standards (NBPTS). Because this study was designed to determine what motivational factors significantly affect a teacher's desire to improve professionally, I selected the National Board for Professional Teaching Standards certification as a standard or benchmark for teachers having demonstrated a high-level of professional excellence and competence. The demographic information of the participants is presented in Table 4.

Table 4

Description of Interview Participants

	Gender	Years of Experience	Race
A	Female	30	White
B	Female	33	White
C	Female	24	White
D	Female	14	White
E	Female	16	White
F	Male	28	White
G	Female	45	White
H	Female	10	Black

Note. Table 4 provides the demographic information of the interview participants

Data Collection

The research for this case study was conducted in phases that consisted of interviews, observations, a review of documents, data interpretation, and findings. In-depth interviews were conducted with teachers who held a National Board Certification. The interviews were conducted in order to discover the findings of the research and to provide for open coding of the data in order to identify major themes. In addition, classroom video submissions by the participants were reviewed and traditional scripted notes were created as part of the observation review. Documents outlining the criteria for achieving the National Board for Professional Teaching Standards certification and other documents relevant to the study were reviewed and utilized during the data review and interpretation. The interview questions and prompts utilized in this study are presented in Table 5.

Table 5

Sample Interview Questions

Interview Questions / Prompts

1. Describe your educational background and professional experience.
 2. Why did you become a teacher?
 3. Tell me about an important moment in your career.
 4. Why did you seek the National Board Certification?
 5. Tell me about your experience with this process.
 6. What are your goals for the future?
 7. What does professional growth mean to you?
 8. What type of leader do you prefer to work with?
-

Note. Table 5 lists the interview questions used during the study

Audience

The primary audience intended for this study and groups who will benefit from its findings are educators, educational leaders, policy makers and the National Board for Professional Teaching Standards. My objective was to select a topic of study that was relevant to the education profession. From this, policy makers and educational leaders may draw conclusions about different theories and methods of motivation that will engage and drive teachers toward sustained professional improvement. In addition, this study has an implication on human resources departments (principals, superintendents and school board members) in the hiring decisions and practices at the local school district level.

Transcribed Interviews

The data collection process for this study began with in-depth interviews of participants. The purpose of the questioning was to determine which intrinsic motivational factors had a greater influence on the teacher's ambition to attain or qualify for an educator's highest level of professional standards. The intrinsic motivational factors discussed in the interviews were selected from the body of research collected for the review of literature on teacher motivation and motivational theory.

For this study, an in-depth interview was defined as informal and conducted in an informal setting with the purpose of allowing the participant to articulate how the selected motivational factors affected their growth and disposition as a public school educator. The interviews were designed to last one hour or less and were recorded using a digital recording device. The interview sessions were conducted at a mutually agreed upon site and were transcribed at a later date.

Data were organized by creating a digital recording of each interview. From there, a verbatim transcript was created from the digital recordings and labeled appropriately. As needed, a member check was conducted and participants were given the opportunity to review the transcript for accuracy and clarification. All data were kept confidential during the research process and the identities of the participants were not used throughout the study.

In presenting the results of this study, I utilized brackets [] to clarify the meaning of educational terms often used by educators, and to clarify the context of the interview quotation cited in the narrative. None of the information in these brackets altered the meaning of the information shared by the participants. Also, parentheses () were used to protect the anonymity of the participants, location, schools, school districts, and other educational professionals mentioned by name in the interviews.

Audit Trail Notations

Data were collected, analyzed, and classified into themes through open coding facilitated by the utilization of the interview transcripts and the observation journal. Hand coding was used to analyze and summarize the primary topics pertinent to the study. The process included a comprehensive review of the interview transcripts and observation journal. The next phase included the identification of the axial codes, emergence and identification of major themes, and examination of documents related to the study. Selective codes were identified through an analysis of the axial codes and are presented in Chapter 5.

Supporting documents were date stamped, coded, and filed during the data analysis process. The participants were listed and identified by the coding system. Audit trail notations were used for teachers certified by the National Board for Professional Teaching Standards, which were identified as CT, followed by letters A through H. Direct quotes and paraphrasing

from participants are also included in this chapter and are identified by the participant notation (letter) and page number (CTA/8). Tables 6 and 7 provide an illustration of the register of audit trail notations for participants.

Table 6

Audit Trail Notations: Interviews and Observations

Notation	Participants
CTA	NBPTS Certified Teacher
CTB	NBPTS Certified Teacher
CTC	NBPTS Certified Teacher
CTD	NBPTS Certified Teacher
CTE	NBPTS Certified Teacher
CTF	NBPTS Certified Teacher
CTG	NBPTS Certified Teacher
CTH	NBPTS Certified Teacher
OB1	Observation – NBPTS Certified Teacher 1
OB2	Observation – NBPTS Certified Teacher 2
OB3	Observation – NBPTS Certified Teacher 3
OB4	Observation – NBPTS Network Meeting

Note. Table 6 lists the audit trail notations for the interview participants and observations

Table 7

Audit Trail Notations: Documents

Notation	Documents
DOC1	2013 Guide to National Board Certification
DOC2	Arkansas DOE – National Board Page
DOC3	Arkansas Teachers for NBC Information
DOC4	NBPTS Advancing the Profession
DOC5	Arkansas DOE – NB Stipend Policy

Note. Table 7 lists the audit trail notations for the documents

Presentation of the Axial Codes

The open coding process began to reveal axial codes within the data collected in the interviews, observations, and documents. These axial codes were collectively analyzed, reclassified, and merged in some cases in order for major themes to emerge. Table 8 displays the open codes and axial codes that emerged from the review of all data collected for the study.

Table 8

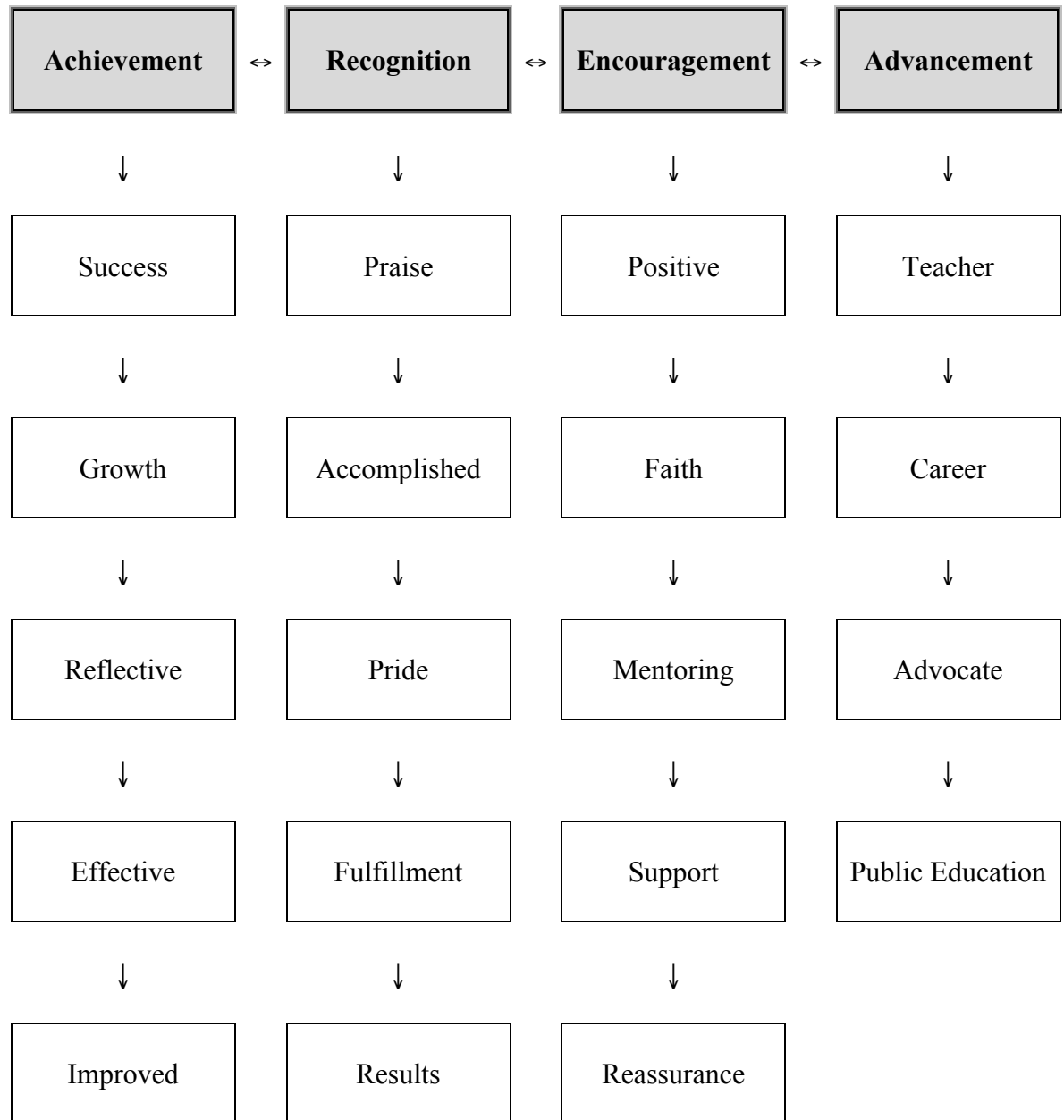
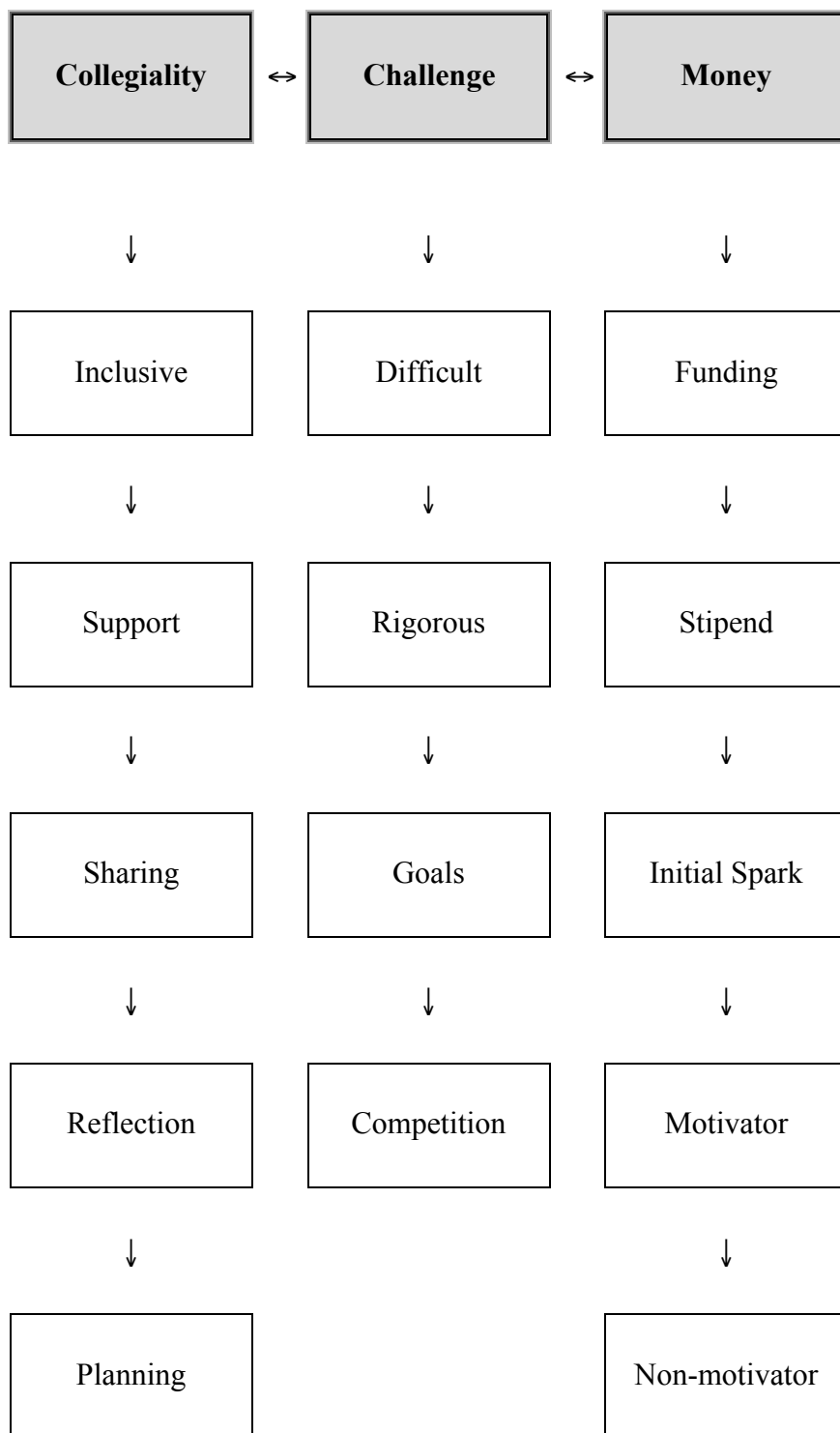
Axial and Sample of Open Codes for Teachers – Part 1

Table 8 (continued)

Axial and Sample of Open Codes for Teachers – Part 2

Note. Table 8 provides a visual representation of the axial codes and a sample of open codes

Descriptive Matrix

Table 9 is a conceptually clustered matrix that displays the axial codes, or major themes, which emerged from the data collected in the teacher interviews. The data shown are direct quotations from the participant interviews that support the axial codes.

Table 9

Descriptive Matrix: Axial Codes (Major Themes)

Participant	Achievement	Recognition	Encouragement	Advancement
CTA	I could see where student A was scoring at the beginning of the year, and then as I began to teach through this process, I was able to look at test scores later in the year and see growth and to know exactly what that student needed.	I was really proud... just knowing that she said, "You did it," that was enough of a pat on the back. That's all I needed.	They really supported me through this. I would sit down every day, I had a plan, and I had a schedule, and I would sit down every day and work on it, so it didn't just build up and I would have to do it all at one time.	I've had several opportunities to lead discussions and to present workshops that I would have never had before ... or had the courage to.
CTB	It is the hardest thing I have ever done in my life. But it was also, probably one of the most rewarding things I've ever done. Because it's that standard and you think, "I have actually met this high standard."	My superintendent at the time was very excited, and I think my principal was proud, too. Most of my colleagues were supportive. They were just thrilled that someone in our school had been recognized.	I mean...you wanted to be like her [Christa McAuliffe]. Here she is, she's affecting all these children, and we were so geared up, and I just remember – it was like that defining moment when you heard about 9-11.	And there's not ever a way to advance unless you leave the classroom. Well, I've not really felt yet that I'm supposed to leave the classroom. I've felt like my place mostly has been to be in the classroom...
CTC	I didn't think about everything that I did, and it's hard to do that with all of your kids. It takes a lot of time to do that.	When I see others improving and being recognized for their efforts, that's motivation for me to improve, as well.	I had friends who had received their NB certification who encouraged me to do it, and so I had made it my goal to go ahead and try that.	I knew I wanted to back to work on administration, and I knew I wanted to work on National Boards at that time.

Participant	Achievement	Recognition	Encouragement	Advancement
CTD	I'm kind of at a point professionally that I've achieved my master's, and I've achieved my National Board certification, and I've also scored for the state for the state funding with National Board.	Basically, it's your place to glow. Your place to talk about the things you've done and how they've impacted student achievement.	So I felt like I was really going to have some people who would guide me in the right direction, and support me as I went through the process. And they were so excited about it.	One thing that frustrates me about education is that, unless you want to get out of teaching, there's really not a lot of ways to move up. Unless you want to leave the classroom...
CTE	But just to think that I have that kind of something in me that is powerful enough to help change a life, it more humbles me than anything.	She said, "I want to thank everyone all along the way." And I knew that she meant <i>everyone</i> , including me.	I still have a sticky note that you put on the wall 15 years ago.	But I have considered getting my counseling license just so that someday, when I do retire, maybe I could still serve people.
CTF	It helped me get out there and learn, see and experience some things that I don't think I would have done if I had not followed that path.	I had never heard of NB or anything and there was an article in the local paper about () and how she was the first in the area to complete the process	And it's not as much they are leaning on you, but you're leaning on yourself...and thinking...you know...I think I am a good educator, I think I'm doing good for my kids. I know I am making a difference.	I really learned to appreciate it because it opened some doors for me professionally and intellectually that would not have been there.

Participants	Achievement	Recognition	Encouragement	Advancement
CTG	Whatever I chose to do, I choose to be the best at it.	Public praise usually embarrasses me and it's not that I'm against it, because I think we need to do that more than we do. But it makes my head go down and I don't I react to it.	What a lot of younger administrators haven't quite realized is that for older people, like me, all you have to do is just pat us on the shoulder and say "you did a good job" and we just will do anything	I have always wanted to write, but it doesn't seem like he right time because I can't simply quit teaching. But that's what I've always thought I would do.
CTH	I don't like to settle, if I know I can do better. I want to be the best when it came to teaching students. National boards took me to a different level.	I got up and I ran to () and said, "I passed, I passed." She started yelling and then I went to () and said, "I passed!" He said, "I knew you could do it!" Then I called my mom.	It was actually my principal [who encouraged me] when he was my professor in the PLC [Professional Learning Communities] class. He mentioned it and I knew I wanted to do it.	The reason I wanted to do it was to make myself more substantial, more legit in the profession.

Participant	Collegiality	Challenge	Money
CTA	I went to a group that () and () were doing and they helped me read through everything and learn how to answer these questions, how to get that information from my students, how to build the lesson...	I thought well she doesn't think that I can do it; well I'll show her that I can.	n/a
CTB	We had a group...there were three of us. () was going through, () was going through it, and (). () dropped out, and then () dropped out after a couple of years.	You know, one day you're on top of the world, and think, "I know how to do this," and the next day you are in the dumps, and you think, "I am the stupidest person ever."	It [money] wasn't the driving force. I thought, well it would be nice not to have to teach summer school every summer or something like that. But that wasn't the reason behind my decision.
CTC	And another teacher on another grade level, that I had not ever really done anything with, stopped me one day and she said, "Hey you know what? We need to think about doing that." And we got to talk and we decided, "Okay, let's do it. We'll do it together. We'll just go through this together." So, we started asking questions about it, and it was with support of other people in your school makes a huge difference.	I certified on my first time.	n/a

Participants	Collegiality	Challenge	Money
CTD	And there was a group of teachers, some of them are still here, that were talking to us about it during a professional development, I think. And that is how I first started to learn about it. And then they had this whole support group set up through Dawson.	I personally like to be challenged. I like to be able to achieve different levels of things. Whether it's what I do physically, what I do academically, or professionally.	So I don't think the money alone is motivation enough. It's just a perk.
CTE	And then I actually even hooked up with a lady in Florida who was on a Yahoo support group just for National Board candidates who were in the counseling field.	But, eventually, it [the need for improvement and challenge] gets a hold of me, and I know that I have to improve.	And if they [other colleagues] were to admit it, they would probably say that the money was the draw to get them in the initial meeting, but then once you were involved, everything changed.
CTF	I was in a support group at ()...that's where mine was held. We were able to see how others were doing in the process and share our experiences.	There were other teachers in this district that were doing their first year when I was doing my 2 nd year....and they made it on their first try....like two or three of them. I did not.	My thought was I could increase my salary. And my wife was a stay at home mom, so I was the breadwinner for the family with three small children at that time. So I thought, this is a way I can add more money to my salary. That may sound like I'm being selfish on the money part, but that made me keep going.

Participant	Collegiality	Challenge	Money
CTG	I went through with () and () and then I think there was one person that was working on it that didn't finish.	It was very difficult and maybe if I had known how difficult it was going to be I might not have enrolled. But once I start something I can't not finish it.	It's always been bigger than the money; otherwise, I would be doing something that made more money.
CTH	I am motivated when teachers ask me for help and trust me, believe in me, and actually listen to me. I never thought that it would feel that good and that people would see me in that light.	There was never a point that I thought I would quit. Once I accept the challenge, I don't look back.	Money sparked my interest, but it was most definitely not the deciding factor for me.

Note. The descriptive matrix provides examples of quotations obtained during data collections for each one of the axial codes

Findings and Major Themes

The findings in this chapter are presented as seven major themes. Each theme emerged from the analysis of data collected from the study. The criteria utilized to identify a theme from the data were when four of the eight participants cited the idea during their interview. The data included interviews, observations, and documents collected during the study. This qualitative study focused on intrinsic motivational theories and factors, and how they influence a teacher's desire to improve professionally. Each theme is aligned to prior research on motivational theory with the exception of the final theme presented, which is considered a negative case. The major themes that emerged from this study were achievement, recognition, encouragement, advancement, collegiality, challenge, and money.

Achievement. The first theme identified from the data analysis was the personal and professional achievement gained after completing a rigorous professional development activity, such as, earning a certificate from the National Board for Professional Teaching Standards. The 2013 Guide to National Board Certification states the following:

You are embracing on an exciting, challenging, and rewarding journey. By participating in the National Board Certification process, you are joining tens of thousands of educators in an unprecedented effort to reshape the public's perception of educators, to create more professional and educationally rewarding relationships among educators, to advance the knowledge base of educators, and, ultimately to improve student learning (DOC1).

The sense of personal and professional achievement felt by the participants of the study was palpable. One teacher described this feeling of accomplishment when she learned of her successful completion of the program. She described the sense of pride knowing that her teenage daughters had watched her go through this rigorous process and how it made her feel for them to see her achieve success. The teacher said, "I was proud that I made it through, and not only that, but that my family had helped me and my girls were able to see it." (CTA/5) Other teachers

described the moment they learned of their successful certification by saying, “I almost fell out of my chair...then I called my mom.” (CTH/4) and “I cried. I was so surprised. I didn’t think I would make it.” (CTE/ 5)

A common theme that developed during the interview process was the sense of pride that develops when completing something that is considered difficult or that very few teachers attain. With just over 100,000 teachers in elite group of National Board Certified teachers, the completion of this process is considered a distinguished level of success. A teacher described the level of rigor of the process upon her completion as “...the hardest thing I’ve ever done in my life.” (CTB/7) She continued by stating,

I think because it is so hard, and it’s so general. You have to cover every part of your certification area...you have to really know everything about why you do it. I mean, you have to really look. I tell people, it’s like pulling your guts up about everything. Why do you do this, how does this fit in here? You really have to understand your curriculum. And it changed the way I thought about teaching. Because I thought I was a good teacher before, and I was ... but it made me really reflect on everything I did. Now, I don’t write it down anymore, but I had to think about everything I did. And I still do. How does this fit in, what is it about the kids? You know it’s like you’re analyzing your data, but you’re analyzing your instruction all the time. It’s like climbing a mountain. I got there. (CTB/7)

When a teacher articulated the specifics on how this achievement impacted her, she indicated, “There’s a difference in your attitude, how you present yourself in the classroom, your level of professionalism, what your students think of you and how you interact with your students.” (CTA/6)

Several of the participants described their disappointment when learning they did not certify during the first round. The process took two or three attempts for some of the participants. One of the teachers described the moment when she discovered she did not certify on the first attempt. She said, “My heart sank...because I put so much into it. I finished my master’s in fourteen months, working full-time with four children at home...why couldn’t I do

this? I was devastated. I cried for three days.” (CTB/5) She continued, “but I wanted to prove to myself that I could do it.” (CTB/6) This teacher was committed to the process of professional improvement and used the failure of the first attempt as motivation to finally achieve her certification. In the end, the achievement made a lasting impact on her career. “It made me more reflective. It gave me more confidence as a teacher...to know that, okay; I really do know what I’m talking about. It changed the way I thought about teaching.” (CTB/7)

The idea that improved professional achievement impacts student learning and achievement was also prevalent during the participant interviews. A teacher clearly described the connection between professional development and student learning. She stated,

You look at your students and you see what their needs are, and what are you’re going to do as a teacher to meet those needs...because, your students come first. And, what are you going to do to help them accomplish their goal throughout their time with you. If that means that you need to go to some professional development to further your education, then that’s what you need to do. If you need to sit down and read a book on it, then do that. I’m a big reader, so it’s nothing for me to sit down and study so that my kids will benefit. (CTA/6)

She continues, “I can see how this student is thinking, and I see how that student is thinking.

What can I do to help these students come together to be better, to think at a higher level?”

(CTA/2)

A distinguished level of achievement allowed one teacher to make connections about student learning in a way that she had never realized. She articulates,

The reason I wanted to do it was to make myself more substantial, more legit in the profession. When I went through the process, it was more than that - it changed my whole viewpoint of the students - you provide a lesson and really carry it through. [Teachers] analyze every part of the lesson and every part of your class, breaking students into groups - that part made me see you have to differentiate everything. It’s not just a class that you teach. (CTH/2)

She concludes by explaining, “I don’t like to settle if I know I can do better. I want to be the best. That is what I want when it comes to teaching students. National Board Certification took me to a different level.” (CTH/2)

Finally, the Arkansas Department of Education describes this distinction by stating; “The National Board Teacher Certification is a recognition of high quality teaching practice as measured against rigorous standards by the National Board for Professional Teaching Standards. It is a symbol of achievement and commitment to excellence in teaching.” (DOC2)

Recognition. The recognition of one’s accomplishments or achievements emerged as a prevailing theme after a review of the data collected for the study. Recognition, in relation to this study, can be defined as the act of validating the contributions and importance of a person or job performed. These acts include praise, affirmation, promoting and recognizing someone’s effort or results as an example of the quality of work desired.

Praise is considered an effective method for recognizing the contributions a person has made. Teachers throughout the study commented on how public and private praise affect the desire to improve professionally. A teacher with forty-five years of experience explained that what many administrators do not realize, is some teachers just need a pat on the back and a simple “good job” for them to stay motivated. (CTG/14) She continues to explain that teachers need more than the occasional kind word; they need verbal acknowledgement. (CTG/14) Another teacher recalled a time in her teaching career when her principal posted a note on her bulletin board where she had student work displayed. The note validated what she was doing in the classroom and recognized the work that she and the students had completed for a science unit. The teacher explained that the note meant a great deal to her because it signified that her

principal was paying attention to her, and recognizing her contributions to her students. She said, "...it was a small token, but it meant a lot." (CTE/8)

Some of the participants felt public praise was not authentic and did not feel it was an effective way to recognize good work. For example, a teacher stated,

...public praise usually embarrasses me...and it's not that I am against it. I think we need to do that more than we do, but it makes me put my head down and I don't react to it well. Private praise is probably more effective for me because I think it is more authentic. (CTG/15)

Another teacher elaborated on how her principal could make a private comment and it would cause her to think deeper about a topic or activity. She would say to herself, "You know, I can do that." (CTC/5) The same teacher expressed how she realized she was motivating others by expressing a simple "good job" or using praise to help push them to improve. She said, "...[other teachers] will make comments back to me about how they never would have done something if I hadn't said such and such to them. You don't realize the things you say to people and what a difference it makes." (CTC/5)

The recognition or validation of one's accomplishments is an important factor of teacher motivation. Of the eight teachers interviewed for this study, seven had their national board certificate, diplomas and/or important professional awards displayed in their office or classroom. One of the participants explained,

Most professionals display their credentials and accomplishments; and I think it's important for teachers to do it, as well. It allows parents and students to see the level of credentials we have earned. It is a way to display what we have accomplished. It also reminds us to be proud of what we accomplished, because sometimes we need to remind ourselves of what we've achieved. (CTD/3)

During the interviews, several teachers described situations where they were able to make a meaningful difference in the life of a child. One teacher had a particularly moving story where she recounted helping a family who was living in the woods. She [the teacher] worked with

several faculty members and administrators to help get the children to a safe living environment and it was recognized that her leadership and contributions saved the lives of these children. She stated,

It makes me feel really humble. Just to think that I've been given even a slice of this gift of helping others. To think that I have that kind of something in me...that is powerful enough to change a life...it just humbles me more than anything. (CTC/2)

She also recalled a recent situation in which a former student posted on a social media website and announced she had officially completed medical school. The teacher swelled with pride as she reflected on her time with this former student.

She was in my very first class. And she said, 'I am officially a doctor.' And then she said, 'And I want to thank every teacher I had along the way.' And I knew that she meant all of us, including me. So it just gave me cold chills to read that and to know that – okay I was her 6th grade teacher, but we had a very good rapport. I remember that she had low blood sugar, and so it was essential that she had a snack at 10:00 every morning. And her mom was very conscientious about that. I don't know how many times her mom thanked me for never forgetting that at 10:00 in the morning she must have a snack...I look at what I did back then in the 6th grade as so insignificant, but they don't see it like that at all. (CTC/3)

Finally, the *2013 Guide to National Board Certification* asserts,

NBCTs become role models and leaders in their schools and districts. Many candidates who achieve National Board Certification tell us that they have earned a greater voice in deciding what happens in the classroom and in their schools. Their school districts and their colleagues often recognize them as leaders of their profession. Most important, however, is the profoundly positive effect that their enhanced professionalism can have on their students. Research now provides clear evidence that NBCTs are increasing student learning. (DOC1)

Encouragement. The act of encouraging others to improve themselves or to persevere during difficult times emerged as a major theme during the data analysis phase of this study. Support and encouragement are cited throughout the interviews and the simple of act of reaching out or a spoken word made a significant impact on these successful teachers. The following information validates this finding.

One of the subjects that became a focal point of conversation during the interview process was the idea of support from one's family, colleagues, and administrators. A teacher described, "I had friends who had received their National Board Certification who encouraged me to do it, and so I made it my goal to go ahead and try it. (CTC/1)

The same teacher also reflected on the reason she entered the profession. She said,

...I became a teacher because of the good teachers I had. They are really the teachers that I remember and encouraged me. In your college classes, you are asked about your teachers that were not good experiences, and I guess they are the teachers that I don't have many memories of. Because the teachers that I have memories of are of good teachers. But, you know, when I first started teaching I realized that I wanted to increase the chance of kids having a good teacher. I knew I was that teacher. Then, as I had my own kids, it just became more ingrained that I wanted to increase the chance of kids having a good teacher. (CTC/1)

She continues by discussing the process for making the decision to attempt her national board certification. She explained,

There were a couple of teachers at my school who had done it, and I had watched them do it. And I knew it was a lot of work, because they would talk about all the hours. I saw it happening. I saw all the meetings they were going to on the weekends, and it had been a long time since I had been in school...a long time since I had done anything like that. And another teacher in another grade level, that I had not ever really done anything with, stopped me one day and she said, 'Hey you know what? We need to think about doing that.' And we started talking and we decided, 'Okay, let's do it. We'll do it together. We'll just go through this together.' So, we started asking questions about it, and it was with support of other people in your school made a huge difference. (CTC/2)

Another teacher participant reflected on the same decision. She said,

...there was a group of teachers here, some of them are still here, that were talking to us about it during a professional development session. And that is how I first started to learn about it. And then they had this support group set up through Dawson. They had professional development that they offered that summer, a three-day long workshop for people just interested in applying to get the funding to do the NB certification. So, you didn't even have to make the commitment that you were going to do it to go to this. They just helped us through the application process. And the application process for the funding is kind of a real small version of what you're going to have to eventually do your portfolio on anyway. So, they gave us a lot of pointers. There were probably twenty of us in that three-day training, and when it came right down to it, I think maybe a third of us actually went through with it and applied... I think that encouragement and that support from them helped me make the decision... I felt like I was really going to have some people who would guide me in the right direction, and support me as I went through the process. And they were so excited about it. (CTD/3)

This idea is supported by the Arkansas Teachers for National Board Certification (ATNBC) through their website and in their print material. Information from the ATNBC website explains, "While it is possible to achieve National Board Certification without participating in a support group, many find that participation helps them keep focused and motivated, and enhances their understanding of their teaching practices and the decisions they make in the classroom."

(DOC3)

The regional education cooperative hosted support meetings with other candidates on Saturdays. I observed a meeting as part of this study and found a network of professionals committed to working with interested teachers in the process. Many of the candidates collaborate in small groups with National Board Certified teachers while reviewing and discussing the documents that will be submitted. Others discussed meeting in groups within the school or district in which they worked on a regular basis. The support groups provided reassurance and encouragement for the candidates as they worked toward their own certification.

(OB4)

Other teachers described the mentoring process as critical to improving as a professional educator. The Arkansas Department of Education requires that all novice teachers work with a mentor teacher during their first years of teaching. A teacher participant for this study described the process during her novice year. She explained that she had a very strong mentor during her first year of teaching. “She was fantastic, and she taught me so much, and I felt so supported. We met regularly and attended the retreat together. She helped me to improve.” (CTD/6) She continued, “Now, I love working with and mentoring new teachers. I want to be able to inspire teachers the way others inspired me.” (CTD/6)

Advancement. The idea of advancement in the teaching profession was discovered throughout the data collected for this study. Teaching is a profession and while there are clear paths to positional advancement in the field of education (specialists, administration, etc.), there are not many achievements that will advance a teacher’s professional career by setting them apart from their colleagues. Rigorous programs such as the National Board Certification and other distinguished programs of recognition (Arkansas Teacher of the Year, Milken Educator Award, etc.) provide that path for many teachers.

One teacher who earned a National Board Certification and was named Arkansas Teacher of the Year explained, “You know, it [being named Arkansas Teacher of the Year] made me think beyond myself. I’d always been interested in education issues, but I had pretty much learned to just keep my head down and stay out of trouble... So then, I started realizing that I needed to look beyond the classroom, and really work on other issues...become aware of things that make an impact beyond the four walls of my classroom.” (CTB/2) She expanded on this thought by stating, “...it really made me look at the big picture in education. I started reading

and studying different issues. It made me want to be more active, have a voice for the kids and for other people involved in education.” (CTB/2)

A teacher who earned her National Board Certification described the reasoning behind her decision to enroll. She stated,

...the thing I like about National Board is, it seems like everything you do [to advance in education] takes you out of the classroom. And there's not ever a way to advance unless you leave the classroom. Well, I've not really felt yet that I'm supposed to leave the classroom. I've felt like my place mostly has been to be in the classroom and work with kids. And so, it was the chance to do something where I could earn a little more money, have a little recognition, and not have to leave the classroom. (CTB/6)

Another teacher reflected on her decision to enroll in National Boards. She explained,

One thing that frustrates me in education is that, unless you want to leave the classroom, there's really not a lot of ways to move up or advance. And I've always challenged myself and pushed myself further with different things... So, while I would love to continue to move up, I also want to stay in the classroom. I was looking for a way to challenge myself and to advance. (CTD/3)

Furthermore, a male teacher described his ideas about career advancement in education as, “the further you move away from the kids, the more they pay you...but I didn't not want to do that [become an administrator]. I wanted to improve my skills so that I could continue to support the kids and my colleagues.” (CTF/7)

In an observation of one of the teachers, it was noted that she had a degree in educational leadership displayed in her classroom and a portfolio with post-graduate work. (OB3) In a member check session with the participant, she elaborated that the National Board Certification helped her decide to pursue administration and a doctorate in education. She felt the experience fully prepared her to advance in her career and that she wanted to make an impact on education in a different way. Her desire to advance did not stop with the National Board Certification. It was more of a catalyst for a career of professional improvement. (CTH/5)

Another teacher from the study described the different opportunities that were presented to him because of his decision to certify as a National Board teacher. He said,

In 2007, I was selected to be on the first frameworks committee for library/media in Arkansas. And when we revised them in 2013, I was on the committee again. I feel very confident that National Boards opened this door and several others for me. It helped me get out there and learn, see, and experience some things that I don't think I would have experienced if I had not gone down this path. (CTF/5)

The National Board for Professional Teaching Standards website provides documents and information related to the advancement of the teaching profession. Printed material from the “advancing the profession” section of their website states,

Premier professions such as law and medicine demand that all of their members meet a high level of standards as defined by members of the profession. Similarly, to be recognized as a true profession, teaching must evolve so that accomplished teaching becomes the norm and not the exception. For this to happen, teaching must have a clear and articulated career path that builds toward accomplishment and culminates in meaningful teacher leadership roles for those who wish to pursue them. (DOC4)

Collegiality. The idea of collegiality describes the sense of belonging, acceptance, and support between groups of professionals. In education, there is a great deal of research to support the advantage of strong collegial relationships and how those conditions help improve student achievement. This concept is also supported by Maslow (1970) and Herzberg (2010) throughout the review of literature in Chapter 2.

The participants of this study frequently cited relationships with other teachers as a motivator in their decision to improve themselves as professionals. While the encouragement factor was a significant aspect of the drive they experienced, the relationships and camaraderie between the professionals was critical to their successful completion of the rigorous process. One teacher described the moment that she learned she did not certify on her first attempt. She called her colleague to inform her of failure. She went on to explain how her colleague told her

that she would only allow her an afternoon to feel sorry for herself before she would make her move forward with preparing for the second attempt. The teacher candidate had only missed the passing score by one point and was determined to pass on the second attempt. She certified on the second attempt and attributes a great deal of the achievement to the network of support she received from her colleagues. (CTA/8)

Several of the participants mentioned a particular individual who was the first teacher to certify with the National Boards from this region. They knew her personally and felt her support and advice was beneficial to, not only their decision to enroll, but also their eventual successful completion of the process. One teacher explained,

I had never heard of National Boards until I saw an article about (). And I read it and at the time, she was the first to certify in our area. I visited with her and she encouraged me to come to one of the organizational meetings. She told me about the support groups that she would be working with and I knew that she would be a good role model and colleague to work with on this. (CTF/4)

Another teacher described her experience with the same network of professionals. She stated,

Once a month, () had a support site meetings on Saturday, and we would go, and there we would meet National Board teachers that would talk about their process. There would be some there that would score your work. But I also had three teachers in the district that I could email anytime. One of them would take me out to lunch every once in a while, and we would just talk about the process. But on those Saturdays, I really learned from the other teachers and brainstormed ideas I could use for my submission. (CTD/4)

In addition, the collegiality extended beyond the local support groups and teachers in their building. One teacher explained,

I would be interested to know if anybody has ever gone through it [NBC] and passed in year one, and did it all alone. So, what happened was, we had [local] support groups that we went to about two Saturdays a month. And I met a couple of counselors from different cities here in Arkansas, and so we started working together and lots of times, late at night, we'd be on Yahoo chat talking to each other and saying, 'I don't understand this...' And then, I actually started chatting with a lady in Florida who was on a Yahoo support group just for National Board candidates who were in the counseling field. And she was real good to read my stuff, and I guess since she didn't have to face me, and I didn't have to face her, she was very honest with me. And so she'd just tell me when I was way off base in my responses. And there was absolutely no way I could have passed without these folks. Because I wouldn't have understood everything I was doing without brainstorming with other people – having that networking, there's no way. (CTE/4-5)

Finally, one participant described collegiality as being a motivator because of an experience she had while on a retreat. She said, "we had a weekend where we all stayed out at the cabins at Lake (), and it was probably one of the most beneficial things I experienced through this process." (CTC/2) She continued by explaining they stayed up all night watching their teaching videos and discussed what they could do to improve their lesson. She described the connection and relationship with those colleagues as "critical to her success." (CTC/3)

Challenge. The idea of challenging a person emerged frequently as a theme while reviewing the data collected for this study. The challenge to take on something difficult or to improve oneself professionally, along with the challenge of competition played an important role in the participants' professional lives as educators. In general, the teacher participants in this study found the "challenge" to be a driving motivator for them.

A teacher described an interaction with her principal with vivid recollection. She recalled that the principal was evaluating her and brought up National Boards. The teacher expanded by saying "My principal said, '...you know, I'm so proud that these other teachers on your team earned their National Board Certification. It's too bad that you don't try for that.'" (CTA/2)

The teacher continued,

It was the challenge. And then, I thought, well she doesn't think that I can do it. Well, I'll show her that I can. It was just that challenge, I guess that got me into it. And then once I got in it, I realized it was a huge turning point in my career. From that point on, I wanted to continue learning and continue reading and continue growing. I completed my master's and now I just study on my own and read different research and [journal] articles to see what else is out there that is new and innovative. Maybe there's something that I can bring into my classroom. (CTA/2)

Another teacher supported this theme by stating directly, "I personally like to be challenged." (CTD/3) She continued by explaining, "And I've always challenged myself and pushed myself a little further in different things. I just like to be challenged. I was looking for a way to challenge and advance myself." (CTD/3)

The idea of challenge through competition began to emerge in the data as many of the participants discussed the pressure to pass on the first attempt. In addition, the fact that they were working in a cohort and would compare their results with others in the group challenged them to compete at a high level. The first teacher to pass and certify as a National Board teacher in this region was mentioned by many of the participants as someone they admired and wanted to emulate in their process. It was apparent that many of the participants wanted to be a part of the first group of teachers in this area to complete the process. One teacher said, "() was the first one to certify in our district, and I was second and in that same group." (CTB/5) The idea that some of the teachers passed on the first attempt emerged as a source of pride. Several of the participants mentioned they were proud they completed the process on their first attempt. One participant expressed how she felt when she passed on her first attempt, "I was so surprised. I had told myself not to expect, and I didn't have a sliver of hope because most of the teachers [66%] don't pass their first time." (CTE/5)

A participant who did not certify until the third attempt explained,

And by the time I got to Year 3, there were a couple of us in the same boat. It started to weigh on me because you think...am I just not a good educator? You're feeling like a failure. They would tell you in the meetings that it's okay if you don't pass the first time...that most people don't. And I was like...well it sure doesn't look like that in this district because everyone else has already passed. (CTF/6)

Another teacher explained how a challenge pushes her to be a perfectionist. She explains, "I don't want to fail at anything. I had missed the first attempt by two points. It upset me because you know 'perfect' would have been passing it the first year." (CTG/8)

I observed more than one of the teachers use challenging language with their students in order to get them motivated to accomplish a task. In one classroom, the teacher used competition to help increase the level of engagement among the students. Because they were competing, the students were participating, staying focused on the task and making sure they contributed to their team. (OB1)

Money. While the research reviewed in Chapter 2 suggests that money does not motivate people in a long-term scenario, some studies have shown that money is a motivator for a short-term reward. Daniel Pink (2009), author of *Drive*, presents in his book that people are not motivated by traditional extrinsic rewards such as money – or the carrot and stick approach. Instead, he explains that intrinsic motivators such as being in control of your own life, having a clear sense of purpose, and a chance to make an impact on the world are what truly drive us to happiness in our lives (Pink, 2009).

As part of the review of documents related to the study, I learned that many of the distinguished achievements or awards teachers earn, including the National Board Certification, included money or a stipend. In Arkansas, teachers are paid \$5,000 for a period of ten years after they have earned their National Board Certification. In addition, there is a monetary investment that is made to enroll in the program. While there are grants available to help support

the cost of enrollment, the National Board Certification program costs approximately \$2,500.

Generally, the candidate is responsible for the program cost. (DOC5)

During the data analysis, money emerged as a theme and was referred to as an initial motivator or perk for candidates receiving their certification. Most of the participants noted that it was not a motivator, but was a nice reward upon completion. One participant's interview produced data that emerged as a negative case during data analysis. Throughout this interview, the participant clearly cites money as the sole motivator and factor behind his decision to enroll in the program. He stated,

My initial thought was I could increase my salary. My wife was a stay-at-home mom, so I was the breadwinner for the family with three small children. So I thought, this is a way I can add more money to my salary. So that was my initial motivation. So then, the state offered to pay for your tuition into it...it was sizeable. I think about \$2,500 to get into the process. And the deal with the state was you had a 3-year window for initial certification and they would pay for you to get in. They would not pay for retake submissions. If you didn't do it the first year and you wanted to resubmit some things you could...but you were on your own with that. But they would pay for initial \$2,300. If you made it, they forgave the award, but if you didn't make it, you owed them \$2,300. So that was my initial reason for getting in. It took me three years. ...I was learning a lot about teaching and about the process and I was starting to really pick up some good things. But I got to year three and I had \$2,300 that I owed the state and I had spent \$1,200 or so on retakes. So I am to year three and I am thinking...ok I am getting to be about \$6,000 in the hole here. Do I gamble the couple of more retakes and try to finish and take the payoff in the end. By that time, the stipend from the state had risen to \$5,000 per year rather than \$2,000 when I started. So maybe it was a blessing that I did not make it the first couple of years. Because by then, it had risen to \$5,000 a year and the district had enough foresight to offer a \$1,500 pay increase to teachers...forever. So, I'm thinking...here I am in this third year and I am about \$6,000 in the hole. But the payoff is \$65,000 over the next 10 years. So that was my initial motivation...financial. (CTF/5)

Although he did note that the professional improvement he gained from the process was beneficial to his career, he continually cited the money as a motivator for enrolling and a reward to achieving the certificate. (CTF/5)

Conversely, the other participants made minor mentions of money during their interviews. Some of the participants directly stated that money was not a motivator in their decision. One teacher said, "...in our profession, it's always bigger than money; otherwise I would be doing something that made more money." (CTH/7) Another teacher explained,

The fact that you get a bonus from it is nice, but it is not worth what we went through during the process. I liked the process, so I didn't need to be thinking about the money. And the fact that I was moving from Arkansas to New Jersey – and New Jersey did not offer a stipend made the money a non-issue. (CTD/4)

She expanded on this by explaining that, in her opinion, there were many teachers who came to the initial orientation because of the money involved. "But after we started working on the application and hearing the requirements, that was enough to tell them that the money would not be worth it. They never came back." (CTD/4)

Summary

Chapter 4 presented the major findings and themes that were identified through the data management process. The major themes that emerged from this study were achievement, recognition, encouragement, advancement, collegiality, challenge, and money. Each axial code was presented and supported with data from the study. The data included information collected from participant interviews, observational notes, and documents related to the study. The axial codes and open codes were displayed in Table 8 and a descriptive matrix was presented in Table 9 to provide examples of quotations from the interviews. The data management process was organized and coded according to the research question and presented to the reader in an organized and methodical manner. The information presented represented the participant's actual words.

Chapter 5 describes the results of the study and provides a conclusion to the problem statement. It will cite the recommendations for future study, outline the contributions the study made to the field of education, and summarize the research findings.

Chapter Five: Conclusions and Recommendations

Introduction

The purpose of this study was to determine which intrinsic motivational factors influence Arkansas' teaching population toward professional growth and development within the teaching profession. As a qualitative study, it was designed to suggest whether the selected participants of the Arkansas teaching population favored certain motivational theories or practices, and how these attitudes affected their professional growth, attainment and the quality of work.

In addition, the design of the study was to determine whether specific extrinsic or non-motivational practices are identified and to determine how Arkansas' educational leaders could establish alternative theoretical approaches to motivation to raise a district's level of productivity. The participants for this study were certified by the National Board for Professional Teaching Standards and currently working in a school in the Dawson Education Cooperative service area. The participants represented three school districts and six campuses (three elementary schools, two middle schools, and one high school) in the Dawson area. Data were analyzed through open, axial, and selective coding.

Chapter 5 describes the findings and their relationship to the review of literature, provides a conclusion to the problem statement, and answers the research question for this study. This chapter also outlines the contribution this research makes to the field of education, provides suggestions for further research and a summary of the research findings.

Participant Observer

This qualitative study utilized participant observation and in-depth interviewing as the framework for the research. Marshall and Rossman (2006) stated, "As the name suggests, participant observation demands firsthand involvement in the social world chosen for study (p.

100). Furthermore, they describe that in-depth interviewing as "...a conversation with a purpose" (p. 101). As a participant observer, my background and experience provided me a unique insight in the understanding and interpretation of data. The theories emerged through the collection and analysis of participant interviews, observational data, and a review of documents related to the study. After a review of data, seven axial codes, or themes, emerged as factors that motivate teachers to seek growth and improvement in their field. The seven major themes were (1) achievement, (2) recognition, (3) encouragement, (4) advancement, (5) collegiality, (6) challenge, and (7) money. Two selective codes, or trends, developed from the axial codes, which support the relationship between the literature and the research question posed in this study. These selective codes that emerged from the data were achievement and acceptance.

Research Question

Which motivational theories and practices influence a teacher's desire to develop and improve professionally and how does the experience level of the teacher affect the outcome?

Discussion of Theory 1

The first selective code that emerged from the data was achievement. Achievement was supported by three of the seven axial codes or major themes, and provided the data necessary to answer the research question. The axial codes included (1) achievement, (2) advancement, and (3) challenge. Figure 3 provides a conceptual design of these axial codes and their relationship to the selective code, achievement.

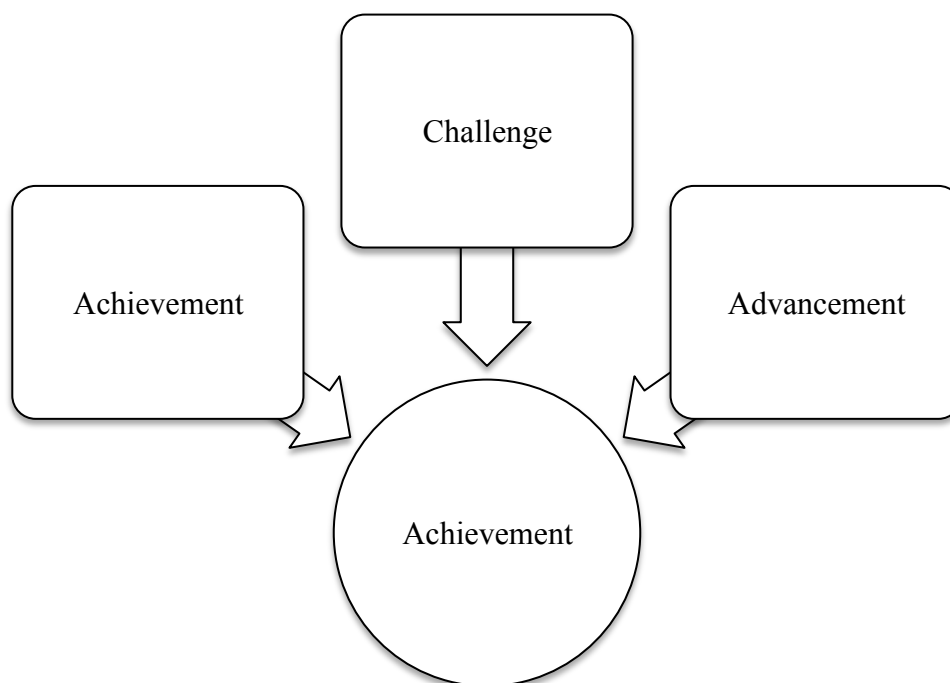


Figure 3. Relationship between axial codes and selective code - achievement

Achievement

Data from the teacher interviews revealed that a sense of achievement was an influential, driving force behind their need to improve as a professional. Achievement encompasses several aspects of motivational theory including mastery, personal and professional achievement, student achievement, and a sense of accomplishment in relation to this study. The teachers frequently discussed the need to be challenged and accomplish specific goals as motivation for their improvement as professionals. Daniel Pink (2009) described “mastery” as the urge to continuously improve on something that makes a difference. It is one of three motivational factors (or findings) in his book that significantly influences an individual to strive for success in the workplace. The interview data in this study clearly support this idea by providing specific examples of achievement factors that significantly impacted these teachers’ attitudes.

The data revealed the teachers in this study felt a great sense of pride in their achievements. Their performance, accomplishments, success, growth, and reflective practices helped shape their opinions and attitudes about their professional decisions regarding improvement. According to the data, all participants interviewed expressed a feeling of pride or satisfaction upon completing a meaningful professional experience, such as passing the certification exam by the National Board for Professional Teaching Standards. This intrinsic motivator was critical when making the initial decision to enroll in the program or to continue after not certifying during the first attempt.

Abraham Maslow (1970) included achievement as an essential piece of his hierarchy of needs. It is included in the fourth level of the hierarchy as part of the esteem level that also includes traits such as confidence and respect. It is widely noted that in order to reach the highest level of the hierarchy (self-actualization), one must internally and externally satisfy the other four levels. Without all of the levels and needs being met, one will not achieve self-actualization (Maslow, 1970).

The data indicate that not only the teacher's professional achievement, but also the achievement of their students, play an important role in their drive to succeed. The teachers recognized the benefit of high quality professional development when their students make improvements in the classroom, whether it is with an academic standard or a personal milestone. In addition, the data revealed that teachers in this group who engage in a rigorous professional development process, such as National Board Certification, found their improvement as a teacher and the improvement of their students to be mutually exclusive. Pink's (2009) findings support the idea of improving student achievement by citing "purpose" as one of the three motivational factors that affect an individual's desire to succeed. Purpose refers to the idea that when a goal is

extremely important to someone, it's becomes a cause much larger and enduring than the individual (Pink, 2009).

Challenge emerged as an important piece of the achievement spectrum in this study. The data show a sense of challenge or competition, in regard to achievement, motivated the participants before and during the rigorous process of earning their National Board Certificate. The idea that the standard is considered prestigious, and not achieved by many in the profession, motivated the teachers to continue through and complete the process regardless of the setbacks encountered during the process. Herzberg's research provides empirical evidence that supports this theory by identifying achievement and challenge in the nature of the work itself as a common motivator in the workplace (Herzberg, 2010). The competition to be the first one to certify in their cohort, school, or district also facilitated the passion and drive for achieving a level of success attained only by a few.

The idea of advancement in relation to career achievement developed as a motivational factor for the teacher participants. For many teachers, the idea of leaving the classroom to advance their career is not practical, as they consider themselves career teachers. However, earning a National Board Certification allowed them to make contributions to the teaching profession that advanced their career. The data show that the teacher participants were exposed to new opportunities and experiences they would not have had otherwise, without the distinction associated with the National Board Certification. It provided them with unique networking experiences at the state and national levels that helped advance their reputation and influence in their local district.

Discussion of Theory 2

The second selective code that emerged from the data was acceptance. Acceptance was supported by three of the seven axial codes or major themes, and provided the data necessary to answer the research question. The axial codes included (1) encouragement, (2) collegiality, and (3) recognition. Figure 4 provides a conceptual design of these axial codes and their relationship to the selective code, acceptance.

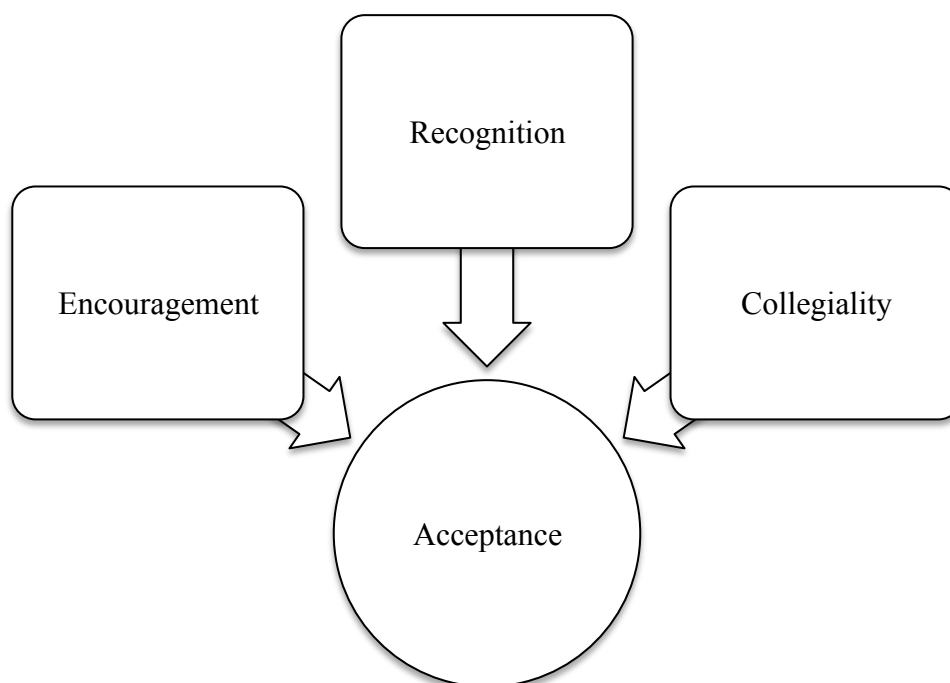


Figure 4. Relationship between axial codes and selective code - acceptance

Acceptance

Data from the teacher interviews revealed that a sense of acceptance was significantly influential in the teachers' attitude toward motivation and professional improvement. Acceptance encompasses several aspects of motivational theory including a sense of belonging, self-esteem, collegiality, and support. All of the aforementioned examples emerged during the data collection and analysis as motivational factors that influenced the teachers' attitude toward

professional growth and development. Abraham Maslow (1970) included acceptance as an essential piece of his hierarchy of needs. It is included in the third level of the hierarchy as part of the belonging level that also includes traits such as love, collegiality and friendship. It is widely noted that to reach the highest level of the hierarchy (self-actualization), one must internally and externally satisfy the other four levels. Without all of the levels and needs being met, one will not achieve self-actualization (Maslow, 1970).

The data revealed that these teacher participants valued the encouragement they received from their colleagues and leaders. The encouragement to accept the challenge of becoming a National Board Certified teacher and the support of their colleagues throughout the process was critical in the teachers' decision-making process. The Dawson Educational Cooperative provided networking and support meetings throughout the certification process that became important to the teachers as they worked toward certification. During these networking meetings, the teachers would collaborate about the process and share their experiences, successes, and failures. Guest speakers who had successfully completed the National Board Certification provided guidance, encouragement, and support on a regular basis. DuFour and Eaker (1998) cite this collegiality as vital to the successful development of a professional learning community. Included as one of the three "big ideas" described in their book, a sense of collaboration and collegiality allows teachers to share ideas and provides support in order to improve professionally and help increase the achievement levels of their students (DuFour & Eaker, 1998).

Finally, the encouragement and recognition from their peers and leaders allowed the teachers to feel a sense of acceptance among their professional community. It strengthened their relationships within their National Board cohort and allowed for improved collegial relationships within their school and learning teams. According to the data, the support, encouragement, and

recognition from the principal were critical motivational factors that led to the participants' continuous effort to improve and achieve at the highest level.

Summary of Findings

The purpose of this study was to determine which intrinsic motivators or motivational theories have an impact on a teacher's desire to improve and grow professionally. Data indicate the intrinsic motivators or themes that have the most significant impact on a teacher's desire to improve professionally are achievement and acceptance. These selective codes are supported by open codes and axial codes from the triangulation of data, which included participant interviews, observations, and documents related to the topic of study. The major themes were collectively presented and then combined to support the trends that impacted this group of teachers in their desire to improve professionally.

Interpretation of Data

The process of open, axial, and selective coding allowed me to identify seven major themes, and subsequently reveal two selective codes that provided answers to the research question. The seven major themes were (1) achievement, (2) recognition, (3) encouragement, (4) advancement, (5) collegiality, (6) challenge, and (7) money. The two themes that emerged from the data were achievement and acceptance. The answers to the research question are presented completely in the following paragraphs.

Research Question. Which motivational theories and practices influence these teachers' desires to develop and improve professionally and how does the experience level of the teacher affect the outcome?

The data suggest the motivational factors that most influenced the participants' attitudes toward professional growth and development were achievement and acceptance. Achievement

encompasses several aspects of motivational theory including mastery, personal and professional achievement, student achievement, and a sense of accomplishment in relation to this study. The data frequently cited the need to be challenged and to accomplish meaningful goals as motivation for teachers in their journey toward improvement as professionals. Teachers are motivated by the need to succeed and make a difference in their students' lives. Their sense of accomplishment and achievement in their field is critical to these needs. The data also revealed that acceptance influenced the teachers' attitude toward motivation and professional improvement. Acceptance encompasses several aspects of motivational theory including a sense of belonging, self-esteem, collegiality, and support.

As a practitioner in the field of educational leadership, I find achievement and acceptance to be critical in implementing and maintaining change in a teacher's level of professional growth. When a teacher commits to and completes a rigorous, high-quality professional development activity, it improves one's confidence, practice, and the degree of influence over the achievement of their students. These themes are supported by Maslow (1970) and Herzberg (2010) and are important to the work of educational leaders.

I also sought to determine whether the experience the teachers had influenced their attitudes concerning the relationship between intrinsic motivational practices and professional growth. According to the data, no theme emerged concerning the amount of teaching experience a teacher has and the influence motivation has in relation to professional growth.

Recommendations to the Field

I developed four recommendations to the field of educational leadership based on the findings of this study. The first recommendation to the field is for principals to fully understand what motivates their teachers and make adjustments in their leadership style that will maximize

the potential of the team. The findings of this group suggest that extrinsic motivators are not effective in improving the performance of teachers. Teachers are intrinsically driven and school leaders might consider looking at six of the seven axial codes that emerged from this study that may influence teachers. Achievement, recognition, encouragement, advancement, collegiality and challenge were vital to the professional development of these teachers.

A second recommendation to the field of educational leadership is to develop a national organization that will emulate for principals what the National Board for Professional Teaching Standards has accomplished for teachers and the American Association of School Administrators has developed for superintendents. While there are some programs in Arkansas, such as the Master Principal's Program, that are effective at the state level, the development of a national program for certification and rigorous professional development would allow principals to look for attainment and recognition. I suggest that both a national certification for principals and superintendents be aligned with the National Board for Professional Teaching Standards process.

A third recommendation to the field is for school boards and district leaders to develop a policy and process that establishes and actively promotes high-quality professional development opportunities, such as National Board Certification, within the district. While several support groups for National Board Certification exist in Arkansas through regional area educational cooperatives, I recommend that each school district develop a plan that includes recognition, encouragement, support, and networking (at the building and district level) and promotes rigorous programs of professional development. If there were an organized plan to increase the number of National Board Certified teachers at the district and building levels, the numbers of Arkansas completers would increase; therefore improving the level of performance, competence, and mastery of the teaching profession.

The fourth recommendation to the field is to create a master's program within Arkansas' colleges and universities aligned to the standards of the National Board for Professional Teaching Standards. If aligned through a partnership, a candidate could earn both a master's degree and certify as a National Board teacher as part of the aligned process. The benefits of this recommendation would allow teachers, who do not wish to earn an additional certification, a path for improvement and advancement in their field.

Recommendations for Further Research

I developed four recommendations for further research based on the findings of this study. The first recommendation for further study is to determine whether gender and race would make a difference in teacher attitudes in relation to motivation and professional growth. A theme for the female participants in the study revealed that while money may have been a positive factor, it had no impact on their decision to enroll and complete the certification process. The response of the male participant in the study vastly contrasted with the female responses. Further research is recommended to determine if gender and race are a factor when considering money as a motivator.

The second recommendation for further research is to replicate this study in the business field to determine whether teachers and employees in the field of business are motivated by the same factors. While achievement and acceptance were the two primary motivational factors that affected teacher growth and improvement, I believe the outcome might reveal different themes for individuals who do not work in the field of education. Educators have a sense of passion for working toward the improvement of students. While other fields are certainly working toward meeting goals and quotas, I believe the affective domains of teaching make these findings unique to the body of research.

A third recommendation for further research is to determine whether the amount of money offered to National Board Certified teachers upon completion would make a difference in their attitudes toward motivation and professional growth. Currently, the state of Arkansas offers \$5,000 for up to ten years to teachers that earn the distinguished certification. Many school districts in Arkansas also offer a local incentive, if completed. The research reviewed for this study found that money was not a motivator in most studies relating to the growth and improvement of employees. Further research is recommended to determine if the amount of money offered would make a difference in these results.

Finally, I recommend a similar study be developed to determine if the results would be different with principals or administrators as the participants. While the teachers in this study cited the need for improvement and advancement without leaving the classroom as important, I believe the results could be different if principals and administrators were used as participants. The findings of such a study would be beneficial to superintendents and school boards as they review their recruitment and hiring practices for building leaders.

Contributions and Conclusion

As an educational leader, motivational theory and practices have been an interest of mine for more than ten years. As the design of this study conceptualized, it became a source of interest to me, both professionally and personally, that might also prove interesting for principals, superintendents, school boards and policy makers. This qualitative study focused on high-achieving teachers and how they characterize their motivation to succeed in their careers. Eight National Board Certified teachers from southern Arkansas participated in the study. The data collected through interviews, observations, and documents related to the topic identified achievement and acceptance as the two over-arching themes most needed for teachers to improve

or succeed. These two trends were supported by six major themes from the data including achievement, recognition, encouragement, advancement, collegiality, and challenge

Teachers are intrinsically motivated and the data suggests that high-achieving teachers are most impacted by the act of achievement or accomplishment itself, and the acceptance of their colleagues and leaders through encouragement and recognition.

As educational leaders continue to seek out strategies and best practices that will motivate their teachers to improve their level of competency in the classroom, one must not overlook the impact these teachers have on the success of our students. It is a primary goal of educators to build a system that allows all students to achieve at their highest level of potential. Teachers are the people who make this happen and, as leaders, it is important we understand what drives them to create meaningful opportunities for their students.

This study contributed to the field of education by providing an extension of the established research on intrinsic motivation. The findings identified the motivators with the most significant impact on a teacher's desire to seek professional growth. Principals may use these findings to create conditions that will recruit more teachers into the NBPTS process.

Finally, I would like to extend appreciation and gratitude to the Dawson Educational Cooperative and the eight National Board Certified teachers who participated in this study. The honesty, interest, and professionalism exhibited during their interviews helped transform this study from a conceptual idea to a completed research project. It was a pleasure working with these professional educators.

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Appendix A

March 7, 2014

Mr. Ron Wright, Director
Dawson Education Cooperative
711 Clinton Street
Arkadelphia, AR 71923

Dear Mr. Wright:

I am a doctoral student in the Educational Leadership program at the University of Arkansas. The purpose of this letter is to request your approval and assistance in a research project that is part of my program of study. The study will examine the implications of motivation on Arkansas' teachers who have earned a certificate from the National Board for Professional Teaching Standards.

For this study, I am interviewing 8 teachers who have earned their National Board Certification in the Dawson Education Cooperative area. The interviews will be approximately 45 minutes in length and will focus on different aspects of teacher motivation in relation to their desire to improve professionally. With your permission, I would like to have access to the list of National Board Certified teachers in the Dawson Educational Cooperative Area and make contact with individuals that fit the criteria for selection in this study in order to request their participation.

Any data collected will be analyzed and reported in a manner that will maintain the utmost of confidentiality. There will no attempt to identify or report the identity of the individuals or their school district information. This study has been approved by my dissertation committee at the University of Arkansas and by the Institutional Review Board (IRB) office in Fayetteville.

Attached you will find the "Consent to Participate in a Research Study" that provides additional and more in-depth information about my study. If approved, all participants will receive a copy of this consent and be asked to sign/date it before I begin working with them.

I am requesting permission to conduct this study from selected Dawson teachers. If you consent, I will need a letter of approval from you. The protocol for this required by the U of A is that it be on your organization's letterhead with an original signature from you as the director. A copy of the letter may be transmitted to me either electronically via email or regular mail.

Your prompt attention is greatly appreciated to allow me sufficient time for data collection. My program advisor and dissertation chairman is Dr. Carleton Holt. If you have any questions, please contact me at () or at ().

Sincerely,
Lary D. Whitten

Appendix B

March 17, 2014

Dear National Board Certified Teacher:

I am a doctoral student in the Educational Leadership program at the University of Arkansas. I am conducting research for a dissertation study that is part of my program and would like your assistance. The study will examine the implications of motivation on Arkansas' teachers who have earned a certificate from the National Board for Professional Teaching Standards.

For this study, I am interviewing 8 teachers who have earned their National Board Certification in the Dawson Education Cooperative area. The interviews will be approximately 45 minutes in length and will focus on different aspects of teacher motivation in relation to their desire to improve professionally.

The data I wish to collect from you will come from individual interviews with you and 7 other National Board Certified teachers in the Dawson Coop area. These interviews will be electronically recorded and transcribed. The interviews will take approximately 45 minutes each to complete.

This study has been reviewed and approved by the Institutional Review Board at the University of Arkansas. Your participation is voluntary and you may withdraw from the study at any time. Your responses will be kept confidential. Neither your name nor the specific name of your employer will be published. The results of all respondents will be summarized and reported in whole.

If you decide to participate in the study, please read through the information that is included on the attached document, Consent to Participate in a Research Study. This provides more details about the study. Its final page (#3 of 3) includes a line for your signature, consenting to be a part of this study. An addressed/stamped envelope is also enclosed for returning the consent to me.

If you have any questions at all, please do not hesitate to contact me at () or ().

Thank you in advance for your consideration to participate in this study. I hope to talk with you soon.

Sincerely,

Lary D. Whitten
Doctoral Student
University of Arkansas

Appendix C

IMPLICATIONS OF TEACHER MOTIVATION AND RENEWAL INDICATORS IN ARKANSAS TOWARD PROFESSIONAL GROWTH AND ACHIEVEMENT

Consent to Participate in a Research Study

Principal Researcher: Lary D. Whitten

Faculty Advisor: Dr. Carleton Holt

INVITATION TO PARTICIPATE

You are invited to participate in a research study about teacher motivational theory and how it impacts you in relation to professional development and improvement. You are being asked to participate in this study because you have achieved a certain level of distinction by earning a certification from the National Board for Professional Teaching Standards.

WHAT YOU SHOULD KNOW ABOUT THE RESEARCH STUDY

Who is the Principal Researcher?

Lary D. Whitten

Who is the Faculty Advisor?

Dr. Carleton R. Holt

What is the purpose of this research study?

The study is designed to determine if the teaching population in the state of Arkansas has a more favorable attitude toward certain motivational theories and practices and to determine if that attitude significantly affected the teacher retention rate and the quality of work produced.

Who will participate in this study?

8 teacher certified by the National Board for Professional Teaching Standards

What am I being asked to do?

Your participation will require the following:

Participation in 1 interview with the researcher. Each interview will be approximately 45 minutes in duration. Follow-up interviews could be requested at a later date.

What are the possible risks or discomforts?

There are no risks. It will require that you volunteer your time to participate in the interviews.

What are the possible benefits of this study?

The benefits of this study will be to help school administrators understand what motivates teachers to improve their professional practice.

How long will the study last?

The study will be completed in the spring of 2014.

Will I receive compensation for my time and inconvenience if I choose to participate in this study?

If you choose to participate, there is no compensation for your time and inconvenience.

Will I have to pay for anything?

There will be no cost associated with your participation

What are the options if I do not want to be in the study?

If you do not want to be in this study, you may simply decline to participate. Also, you may decline to participate at any time during the study. There will be no repercussions to anyone who declines to participate.

How will my confidentiality be protected?

All information will be kept confidential to the extent allowed by applicable State and Federal law. No personally identifiable information will be used in any reports or publications resulting from this research.

Will I know the results of the study?

At the conclusion of the study you will have the right to request feedback about the results. You may contact the faculty advisor (see contact information at the top of this document) or Principal Researcher (see information at top of this document). You will receive a copy of this form for your files.

What do I do if I have questions about the research study?

You have the right to contact the Principal Researcher or Faculty Advisor as listed below for any concerns that you may have.

Principal Researcher

Lary D. Whitten

Faculty Advisor

Dr. Carleton Holt

You may also contact the University of Arkansas Research Compliance office listed below if you have questions about your rights as a participant, or to discuss any concerns about, or problems with the research.

Ro Windwalker, CIP
Institutional Review Board Coordinator
Research Compliance
University of Arkansas
210 Administration
Fayetteville, AR 72701-1201

I have read the above statement and have been able to ask questions and express concerns, which have been satisfactorily responded to by the investigator. I understand the purpose of the study as well as the potential benefits and risks that are involved. I understand that participation is voluntary. I understand that significant new findings developed during this research will be shared with the participant. I understand that no rights have been waived by signing the consent form. I have been given a copy of the consent form.

Printed Name of Research Participant / Signature / Date

Appendix D

INTERVIEW QUESTIONS

- 1 Describe your educational background and professional experience.
- 2 Why did you become a teacher?
- 3 Tell me about an important moment in your career.
- 4 Why did you seek the National Board Certification?
- 5 Tell me about your experiences with this process.
- 6 What are your goals for the future?
- 7 What does professional growth mean to you?
- 8 What type of leader do you prefer to work with?

Appendix E



*Office of Research Compliance
Institutional Review Board*

March 19, 2014

MEMORANDUM

TO: Lary Whitten
Carleton Holt

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 14-03-592

Protocol Title: Implications of Teacher Motivation and Renewal Indicators in Arkansas toward Professional Growth and Achievement

Review Type: EXEMPT EXPEDITED FULL IRB

Approved Project Period: Start Date: 03/19/2014 Expiration Date: 03/18/2015

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form Continuing Review for IRB Approved Projects, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<http://vpred.uark.edu/210.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 8 participants. If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu.

Appendix F

Maslow's Hierarchy of Needs

The Times 100 – Business Case Studies



The Times 100 / **Information**

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