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Περίληψη

Η παρακίνηση των εκπαιδευτικών σχετικά με τα καθήκοντα τους είναι πρωταρχικής σημασίας για την ποιότητα της δουλειάς τους. Στην ελληνική γλώσσα υπάρχει έλλειψη έγκυρων και αξιόπιστων εργαλείων μέτρησης της αυτό-καθοριζόμενης παρακίνησης των εκπαιδευτικών σε επίπεδο κατάστασης. Ο σκοπός της παρούσας εργασίας ήταν η μελέτη της παραγοντικής εγκυρότητας και εσωτερικής συνοχής της κλίμακας «Παρακίνηση σε Επαγγελματικά Καθήκοντα για Εκπαιδευτικούς» (Fernet, Senecal, Guay, Marsh, & Dowson, 2008). Η μετάφραση και προσαρμογή του ερωτηματολογίου για τον ελληνικό πληθυσμό έγινε από δυο ειδικούς στον τομέα της παρακίνησης εκπαιδευτικών. Συμμετέχοντες ήταν 52 τεταρτοετείς φοιτητές (29 άνδρες, 23 γυναίκες) από τα ΤΕΦΑΑ-Θεσσαλίας που συμμετείχαν στο μάθημα Πρακτική στα σχολεία. Το αρχικό εργαλείο απαντάται σε 7-βάθμια κλίμακα τύπου Likert και αποτελείται από 5 παράγοντες-ρυθμίσεις της συμπεριφοράς του φάσματος της θεωρίας του Αυτό-καθορισμού (εσωτερική παρακίνηση, αναγνωρίσιμη ρύθμιση, εσωτερική πίεση, εξωτερική ρύθμιση, μη-παρακίνηση), με 3 ερωτήματα ανά παράγοντα. Η επιβεβαιωτική παραγοντική ανάλυση υποστήριξε την δομή του ερωτηματολογίου αναπαράγοντας τους δείκτες της πρωτότυπης έκδοσης. Η ανάλυση αξιοπιστίας έδωσε ικανοποιητικούς δείκτες α του Cronbach για όλες τις υπο-κλίμακες. Η εξωτερική δομική εγκυρότητα μελετήθηκε μέσω των συσχετίσεων των ρυθμίσεων της συμπεριφοράς, με τους προσανατολισμούς στόχων επίτευξης των εκπαιδευτικών, και έδωσε συσχετίσεις αναμενόμενες, βάση των θεωριών και προηγούμενων ερευνών. Συνολικά τα αποτελέσματα των αναλύσεων έδωσαν ικανοποιητικά στοιχεία για την εγκυρότητα και αξιοπιστία της ελληνικής έκδοσης του ερωτηματολογίου και υποστήριξαν τις ψυχομετρικές του ιδιότητες. Τέτοια εργαλεία μπορεί να αποδειχθούν πολύ χρήσιμα στην διερεύνηση της παρακίνησης των εκπαιδευτικών Φυσικής Αγωγής σε σημαντικά επαγγελματικά τους καθήκοντα (πχ, συμμετοχή σε επιμορφωτικά προγράμματα) που μπορεί να επηρεάσουν την ποιότητα της δουλειάς τους.

Λέξεις κλειδιά: Αυτό-καθορισμός, καθήκοντα εκπαιδευτικών, επιβεβαιωτική παραγοντική ανάλυση

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INITIAL VALIDATION OF THE "WORK TASKS MOTIVATION SCALE FOR TEACHERS" - GREEK VERSION (WTMST-GR)

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Abstract

Teachers' motivation regarding the many different tasks they have to carry out is essential for the quality of teaching and their working behavior. In Greek context there is a lack of valid and reliable instruments measuring teachers' self-determined situational motivation. Thus, the purpose of this study was to evaluate the factorial validity and internal consistency for the Greek version of the Work Tasks Motivation Scale for Teachers (WTMST; Fernet, Senecal, Guay, Marsh, & Dowson, 2008). The translation (back to back translation) and adaptation of the instrument for the

* Η υποβολή, αξιολόγηση και έγκριση του τρισελίδου άρθρου πιστοποιείται από το παρόν ηλεκτρονικό αρχείο.

* The submission, review and acceptance of the short paper is certified through this electronic file.

Greek population were made by two experts in the field of teachers' motivation. This 7-point Likert type scale reflects the self-determination theory continuum of behavioural regulations, and is a short measurement of situational self-determined motivation for a teachers' task in their work. The original 15-item instrument is comprised of five subscales with 3 items per behavioural regulation (intrinsic, identified, introjected, external, amotivation). The sample of the present study were 52 (29 male, 23 female) physical education pre-service teachers (final year undergraduate students) of the Department of Physical Education and Sport Science of the University of Thessaly, participating in the school practicum module. Factor analysis was conducted with the AMOS 16 statistical package, using maximum likelihood estimation method. Confirmatory factor analysis replicated the fit indices of the original WTMST version and supported a 14 item 5-factor correlated model. The overall fit of the model was good (TLI =0.976, CFI =0.982, RMSEA=0.039, χ^2 =72.33, df =67, χ^2 /df = 1.08). Internal consistency of the instrument were verified with acceptable Cronbach's α (>.70) for every subscale, while factors' correlations were all in the expected directions. The external construct validity was evaluated through the relationships (Pearson correlation) of the behavioural regulations with teachers' achievement goals orientations, measured by a valid and reliable instrument for the Greek context (TAGWQ; Papaioannou & Christodoulidis, 2007). Self-determined motivation (i.e., intrinsic, identified) correlated with mastery orientation ($r >.28$, $p <.05$), while non autonomous motivation (i.e., introjected, external) associated with performance orientations ($r >.28$, $p <.05$) supporting the convergent and discriminant validity of the scale. All these findings suggest that the Greek version of the WTMST is a valid and reliable instrument and provide initial support for its psychometric properties. This kind of measurements may be proved very useful in the examination of Greek PE teachers' motivation in important work tasks (e.g., in-service training) that affect their job quality.

Key words: *Self-determination, teaching duties, confirmatory factor analysis*

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INITIAL VALIDATION OF THE "WORK TASKS MOTIVATION SCALE FOR TEACHERS" - GREEK VERSION (WTMST-GR)

Introduction

Teachers' motivation regarding the many different tasks they have to carry out is essential for the quality of teaching and their working behavior. Rigorous research evidences suggest that self-determined types of motivation has the most positive impact on human behaviour and well-being, and are strongly related with positive outcomes in various life domains (Deci & Ryan, 2002). In Greek context there is a lack of valid and reliable instruments measuring teachers' self-determined situational motivation.

The purpose of this study was to evaluate the factorial validity and internal consistency for the Greek version of the Work Tasks Motivation Scale for Teachers (WTMST; Fernet, Senecal, Guay, Marsh, & Dowson, 2008). WTMST is a short scale assessing situational work motivation for teachers, based on a well established theory of human motivation, the Self-determination theory (Deci & Ryan, 2002).

Method

Participants

* Η υποβολή, αξιολόγηση και έγκριση του τρισελίδου άρθρου πιστοποιείται από το παρόν ηλεκτρονικό αρχείο.

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The sample of the present study were 52 (29 male, 23 female) physical education (PE) pre-service teachers (final year undergraduate students) of the Department of Physical Education and Sport Science of the University of Thessaly, participating in the school practicum module.

Instruments

The Work Tasks Motivation Scale for Teachers (WTMST; Fernet, Senecal, Guay, Marsh, & Dowson, 2008), were translated and adapted in Greek, for PE pre-service teachers. The original 15-item instrument consists of five subscales (i.e. intrinsic, identified, introjected, external, amotivation), with three items each. Responses were given in a 7-point Likert type scale ranging from 1 (does not correspond at all) to 7 (corresponds completely).

For the purpose of the study, Teachers' Achievement Goals in Work Questionnaire (TAGWQ; Papaioannou & Christodoulidis, 2007) were used, which has been proved a valid and reliable instrument for the Greek population (Goroizidis & Papaioannou, 2011; Papaioannou & Christodoulidis, 2007). This scale consists of 12 items corresponding to three factors (mastery, performance approach and performance avoidance goals). The answers were given on a 5-point Likert type scale (1= disagree absolutely, 5 = agree absolutely).

Procedure

The translation (back to back translation) and adaptation of the instrument for the Greek context were made by two experts in the field of teachers' motivation. This scale reflects the self-determination theory continuum of behavioural regulations, and is a short measurement of situational self-determined motivation for a teachers' task in their work. Questionnaires were administered to the participants before the first session of the practicum module for the academic year 2011-2012, and they responded anonymously and voluntarily.

Statistics

Descriptive statistics, Cronbach's α and Pearson correlations for each factor were computed, using SPSS 15. Confirmatory factor analysis (CFA) was conducted with the AMOS 16 statistical package, using maximum likelihood estimation method (Figure1).

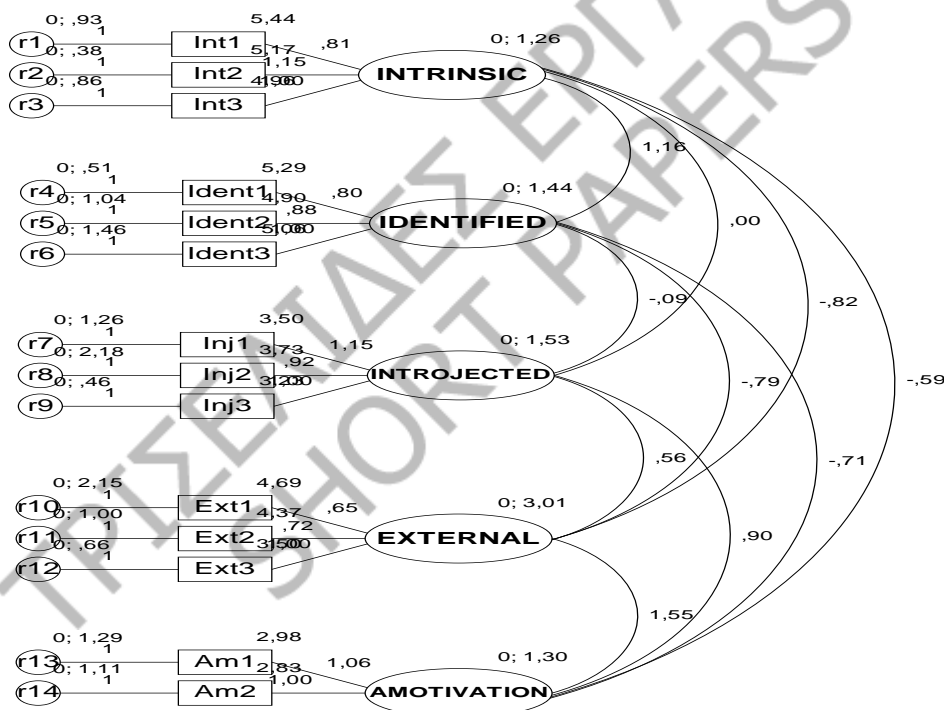


FIGURE 1: CFA for WTMST

Results

Confirmatory factor analysis replicated the fit indices of the original WTMST version and supported a 14 item 5-factor correlated model (Figure 1). The overall fit of the model was good (Hu & Bentler, 1999): TLI =0.976, CFI =0.982, RMSEA=0.039, $\chi^2 =72.33$, $df =67$ ($p>.05$), $\chi^2/df = 1.08$. Internal consistency of the instrument were verified with acceptable Cronbach's α ($>.70$) for every subscale. Internal convergent and discriminant validity, factors' correlations were all in the expected directions (Table 1).

External construct validity was evaluated through the relationships (Pearson correlation) of the behavioural regulations with teachers' achievement goals orientations, measured by a valid and reliable instrument for the Greek population (TAGWQ; Papaioannou & Christodoulidis, 2007). Self-determined motivation (i.e., intrinsic, identified) correlated with mastery orientation (goals for Personal development) ($r >.28$, $p<.05$), while non autonomous motivation (i.e., introjected, external) associated with performance orientations (approach & avoidance goals)($r >.28$, $p<.05$), supporting the convergent and discriminant validity of the scale (Table 1).

TABLE 1: Alphas, means, standard deviation, & factors' Pearson correlation

	Cronbach α	<i>M (sd)</i>	1	2	3	4	5	6	7
1) Intrinsic	.83	5.2 (1.2)							
2) Identified	.77	5.1 (1.2)	.70***						
3) Introjected	.78	3.5 (1.4)	.09	.07					
4) External	.81	4.2 (1.5)	-.26	-.27	.24				
5) Amotivation	.70	2.9 (1.4)	-.32*	-.38**	.44**	.59**			
6) Mastery goal	.74	4.2 (0.6)	.28*	.41**	-.06	-.17	-.38**		
7) Performance approach goal	.85	3.1 (0.9)	.12	.06	.48**	.24	.17	.03	
8) Performance avoidance goal	.92	2.7 (1.0)	.14	.06	.35*	.28*	.23	-.40**	.42**

Note: * $p<.05$, ** $p<.01$, *** $p<.001$

Discussion-conclusions

It seems that mastery oriented teachers, present higher scores in autonomous motivation (intrinsic-identified regulation) and lower in amotivation, than performance oriented individuals. Autonomous motivation in work and education has been proved to lead in more adaptive behaviors than non autonomous motivation (Gagné et al., 2010; Fernet, Guay, & Senécal, 2004; Roth, Assor, Kanat-Maymon & Kaplan, 2007). The patterns of relationships found here, reveal the great value and importance of teachers' disposition to adopt personal development goals for their working lives, which is rather consistent with current literature (Goroizidis & Papaioannou, 2011; Papaioannou & Christodoulidis, 2007).

All the above findings suggest that the Greek version of the WTMST is a valid and reliable instrument and provide initial support for its psychometric properties. This kind of measurements may be proved very useful in the examination of Greek PE teachers' motivation in important work tasks (e.g., in-service training) that affect their job quality.

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