

## **Aspects regarding the relationship between teachers teaching style, job satisfaction and motivation**

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**Abstract:** *The purpose of the research was to discover the associations between teaching styles and teachers' job satisfaction and motivation. In this respect, The Teaching Styles Inventory (CORD, 2005), Job satisfaction questionnaire, an adaptation of Professional Satisfaction Scale of Warr et al. (1979) by authors Travers and Cooper (1996), and The Work Preference Inventory (Amabile et. al, 1994) were used. 285 teachers composed the investigated sample. We identified a statistically significant difference between the intrinsic motivation factor and the D teaching style, described by logical learning and the applied representation of concepts (applied teaching).*

**Keywords:** *teacher's activity; educational style; job satisfaction; motivation;*

### **1. Introduction**

It is well known that each teacher has his own temperament, personality, life and professional experiences, beliefs and expectations that all configure his or her ways of interacting and behaving in class, so the teaching style. Practically, there is no bad or good style, right or wrong style, but there are styles that can really ensure the efficiency of the entire activity - either by reference to the teacher's teaching performance or by reference to the pupils' school results.

There is no doubt that teaching activity involves numerous measures taken to achieve learning among students (Dewey, 1933; Smith, 1987; Robertson, 1987). Educational interactions between the teacher and the students are illustrated by the teaching styles, so the intentions of engaging students in educational activities that result in the achievement of a set of specific objectives and in close connection with them, the achievement of some school performances (Mosston & Ashworth, 2002; Rink, 2002). Irby (1995) defines teaching style as the manner, method or resources by which teachers strive to convey information in the sense of influencing pupils' behaviors to desirable, understanding and implicit learning. Grasha (1996) argues that the teaching styles are the pattern of knowledge, belief, behavior and performance of teachers when they are involved in teaching activities. The same author defined teaching style (2002) as consistent and continuous behaviors of teachers in their interactions with students during the educational process, which includes teaching and learning activities.

Certainly, satisfaction is one of the factors of the overall efficiency of work performed, being configured as a result of the relation between what individuals actually get from work (in terms of salary, status, appreciation, etc.) and their projected results. This construct can be defined as the events that give rise to a subjective feeling of relief, pleasure, which may be expressed or described by the individual who is experiencing it, but cannot be seen from the outside by another person (Mathis, 1997). According to Locke (1976), job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/ her own job.

Likewise, job satisfaction is conceptualized as a psychological disposition that people show to their work (Schultz, 1982); insofar as expectations that an individual has in relation to his work overlapped with what he really obtains performing the job (Capotescu, 2006). These meanings refer to job satisfaction in a general sense, which does not prove to be the most

appropriate way to measure whether or not people feel job satisfaction. Therefore, when aiming to reflect job satisfaction levels is necessary to identify and analyze the attitudes that constitute the sum of it (Schultz, 1990), ranging from job to another.

The problem of teachers' motivation is a topical one, given that the high expectations regarding the educational activities developed by them, as well as the school results obtained by their pupils. In this respect, a motivated and determined teacher in the class wants to achieve all the personal and institutional goals at a higher quality level. But what is the motivation? In Huffman et al. opinion (1991, p. 381) motivation is "the inner factors of the individual that stimulate, maintain and direct behavior in relation to a purpose." Also, motivation designates a dynamic and fluent process that involves initiating, energizing, stimulating, directing and maintaining a behavior that is manifested to content needs, called goals. Thus, as Johns argues (1998, p.150), the motivation represents "the extent to which a persistent effort is directed to achieve a goal." So, in this respect, we are wondering: what are the mechanisms capable to direct the teacher actions towards a sustained and persistent effort in relation to his purposes - an efficient and qualitative educational process, pupils with higher school results and motivated in their turn? In the present study, attention is directed towards the two dimensions of motivation, intrinsic and extrinsic, and towards the extent that they are manifested by the teachers included in the research group.

## 2. Objectives and research question

Based on the theoretical premises of the paper, the research is centered upon 2 objectives:

- To identify the teaching styles of the teachers included in the investigated sample using *Teaching Style Inventory* elaborated by CORD 2005;
- To identify aspects regarding teachers' job satisfaction and motivation relative to teaching style.

The general question of the study is: which teaching styles confer high levels of job satisfaction and motivation?

## 3. Method

### 3.1. Measures

Determination of teachers' educational styles involved identifying the four structural elements thereof. Thus, to identify teaching style was used *Teaching Style Inventory* elaborated by CORD 2005. Regarding teachers' satisfaction, in this study it was used *Job satisfaction questionnaire* - an adaptation of Professional Satisfaction Scale of Warr et al. (1979) by authors Travers and Cooper (1996). The scale consists of 15 items scored on a Likert type scale with 7 steps and it measures the degree of satisfaction recorded in work, ranging from the *extremely dissatisfied* to *extremely satisfied*. In order to determine motivational preferences, defined on two main dimensions: intrinsic (which includes several major elements like self-determination, competence, task involvement, curiosity, enjoyment and interest) and extrinsic (concerns with competition, evaluation, recognition, money, and constraint by others) it was used *The Work Preference Inventory (WPI)* which contains 30 items (Amabile et al., 1994).

### 3.2. Participants

The investigated sample included 285 teachers who teach in schools belonging to the Romanian educational system. According to gender, the distribution of teachers included 96 men and 189 women. Teachers' ages ranged between 24 and 60 years old.

#### 4. Results

The typology of the teaching style that we will focus on is the one offered by the Center for Occupational Research and Development (CORD 2005), which captures a complex structure of it. Thus, this model analyzes teaching at the level of two dimensions: teaching goals and teaching methods. This model helps to identify the teaching style in terms of two dimensions: goal and teaching method.

Regarding the teaching goal, it is divided into two overtones: learning which is seen as being on the rote to understanding the continuum, and concept representation which is being seen on the abstract to applied continuum.

The second dimension of teaching style, teaching method is divided into cognitive processing which can be enactive or symbolic, and interaction which can be individualized or group work. After analyzing the data obtained through the questionnaires, for each dimension separately we can identify teaching styles. For the first dimension – teaching goal, the styles are: style A - rote & abstract; style B - applied & rote; style C - understanding & abstract; style D - understanding & applied. For the second dimension – teaching method, the setup of styles is: style A – symbolic & individual; style B – symbolic & cooperative; style C – enactive & individual; style D – enactive & cooperative.

Finally, the teaching style of the teacher consists of the combinations of the two dimensions (the purposes and methods of teaching), resulting in a typology that includes 16 teaching styles which can be grouped in four major categories (Bota, 2017). A particular interest is manifested for the last category (Category IV) which is the most relevant and significant in educational activities through its positive and constructivist characteristics: Style DA *understanding learning – applied concept representation & symbolic cognitive processing – individual study*; Style DB: *understanding learning - applied concept representation & symbolic cognitive processing – cooperative group*; Style DC: *understanding learning – applied concept representation & concrete cognitive processing – individual study*; Style DD: *understanding learning – applied concept representation & concrete cognitive processing – cooperative group* (Bota, 2017).

Regarding the first objective of the study, the teaching styles of the teachers included in the research group are:

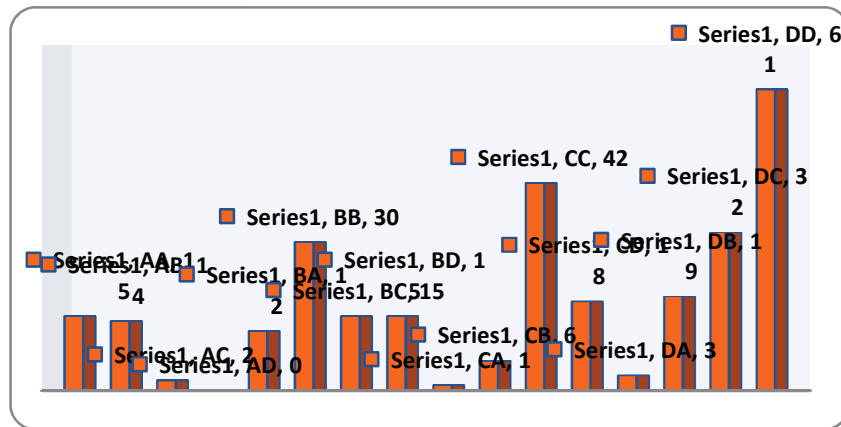


Figure 1. The teaching styles distribution

Using *Teaching Style Inventory* elaborated by CORD 2005, we discover for the teachers included in our study the frequencies of the teaching styles. Data analysis reveals the dominance of the DD teaching style (logical learning - applied representation of concepts/applied teaching & cognitive processing interpreted - cooperative groups) with a

frequency of 61 subjects out of the total of 285. In second place (N= 42) the CC teaching style (logical learning - the abstract representation of the concept/theoretical teaching & interpreted cognitive processing - individual study) and the third position is represented by the DC teaching style (logical learning - applied representation of concepts/applied teaching and interpreted cognitive processing – individual study (N= 32). Figure 1 shows the distribution of all teaching styles. An approach to teaching styles by Alias and Zakaria (2008) highlights a situation similar to our group of subjects. Thus, the dominant style identified by these authors is DD teaching style (with 43.6%), followed by DB teaching style (12%) and DC teaching style (12.1%).

A study by Centeno (2012) highlights the students' preferences for teachers' teaching styles. Thus, the vast majority of students prefer teachers who aim in the teaching activity to stimulate and involve thinking, therefore critical analyzes in memorizing or understanding information. They also prefer situations where teachers organize appraisal didactic sequences focusing on learning through cooperation and using exploration and action methods. In terms of the relationship between student preferences and teaching styles of teachers, the study developed by Arora, Leseane and Raisinghani (2012) emphasizes the following results: students particularly prefer applicative/concrete teaching of knowledge through the use of a set of exploration and action methods stimulates superior cognitive abilities. Also, students are particularly interested in activities that involve learning cooperatively. In other words, DD teaching style is among the students' preferences.

The second objective of the study was to identify relationships between elements of teaching styles, such purposes of teaching and teaching methods, and aspects regarding job satisfaction and motivation. First of all, there were established significant differences between the most important variables of the study, as shown in Table 1.

The issue of motivation at work is frequently addressed through the implications for individual and organizational performance and is a psychological feature that dynamizes and energizes the individual in pursuit of an action in accordance with the proposed goals.

**Table 1. Significant differences in job satisfaction and motivation of teachers in relation with gender identity**

Variable	Gender	No. of subjects	Mean	Standard deviation	Value of t	Significance
Job satisfaction	Masculine	96	5.21	1.11	1.64	NS
	Feminine	189	4.98	1.11		
Intrinsic motivation	Masculine	96	36.07	9.11	0.04	NS
	Feminine	189	36.02	8.44		
Extrinsic motivation	Masculine	96	34.47	9.06	-2.46	p<0.05
	Feminine	189	37.30	9.21		

The statistical analysis made it possible to identify significant differences between the averages obtained by the two groups of female and male teachers compared to the results obtained with the extrinsic motivation factor. Thus, we noticed that female teachers have a significantly higher extrinsic motivation than male colleagues. As far as our target group is concerned, we concluded that female teachers are more motivated by the desire to get recognition and rewards for the work they are doing than the possible challenges or rewards that the work can bring. As ways of encouraging teachers to achieve success or reward can be the main factor contributing to sustained efforts to ensure the quality and efficiency of the teaching process. Regarding intrinsic motivation and professional satisfaction, there were no significant differences.

Referring to the teaching style, we will analyze the relationship between the first dimension of style - the purposes of teaching - and the variables work satisfaction and motivation.

**Table 2. Significant differences in job satisfaction and motivation (intrinsic and extrinsic) in relation with purposes of teaching - Post Hoc comparisons**

(I) Purpose of teaching	(J) Purposes of teaching	Mean Difference (MD) (I-J)		
		Job satisfaction (Hochberg GT2)	Intrinsic motivation (Games-Howell)	Extrinsic motivation (Hochberg GT2)
<i>Style A</i>	Style B	0.09	3.66	-2.56
	Style C	0.12	0.54	0.07
	Style D	-0.05	0.37	-0.06
<i>Style B</i>	Style A	-0.09	-3.66	2.56
	Style C	0.03	-3.12	2.64
	Style D	-0.15	-3.29*	2.50
<i>Style C</i>	Style A	-0.12	-0.54	-0.07
	Style B	-0.03	3.12	-2.64
	Style D	-0.18	-0.17	-0.13
<i>Style D</i>	Style A	0.05	-0.37	0.06
	Style B	0.15	3.29*	-2.50
	Style C	0.18	0.17	0.13

\*significant at  $p < 0.05$

In this sense, we identified a statistically significant difference between the instinctive motivation factor and the D teaching style: logical learning & the applied representation of concepts (applied teaching). In explaining this determinism we started from the substrate of intrinsic motivation: the profound interest, the pleasure and the challenge that motivates the individual to carry out the actions, which we are looking at here in the form of the teaching activities. The teaching style, approached from the point of view of teaching purposes, is connected to the internal factors of motivation, in the sense that the teacher schedules according to the inner desires a series of learning situations in which knowledge is expressed with a pronounced applicative/explanatory character what determines their understanding and learning by students. Thus, teachers are oriented towards achieving goals, accompanied by perseverance and the desire to identify and address the most appropriate teaching strategies. Whether or not the desire to contribute to the formation and development of students, in the deepest sense of the word, comes from within.

As a result of the analysis regarding the second dimension of teaching style – teaching methods - we found that there are no statistically significant differences in terms of satisfaction and motivation in relation to teaching methods. A possible explanation is considered to be the relatively similar combination of the organization of the pupils and the teaching strategies used by the majority of the teachers in our group.

## 5. Conclusions:

The main objective of the study was to identify possible relationships between teachers teaching styles and motivation and professional satisfaction. Thus, investigative concerns were first directed towards the identification of teaching styles (CORD vision, 2005) most often manifested by the teachers in our research group. Data analysis revealed increased



frequencies for Teaching Style DD (understanding learning - applied concept representation & concrete cognitive processing - cooperative group) (N = 61). In the following, we analysed the particular aspects related to the establishment of the motivational type manifested mainly by the teachers in the educational activity, as well the level of professional satisfaction. Analysing the data, we found that the female teachers manifest in the educational activity characteristics of extrinsic motivation, being thus most often motivated by the desire to obtain recognition and rewards for the work unfolded. Last but not least, the analysis revealed a positive association between the Teaching Style D (focused on teaching purposes), which implies the stimulation of the logical learning and the applied teaching of the information, with the intrinsic motivation of the teachers. In this situation, teachers are supported by internal motivations such as self-determination, competence, task involvement, curiosity, enjoyment, and interest, which is an indispensable tool for all teachers.

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