

A Project entitled

**A study on the relationship between teachers' motivation and their teaching styles in ESL
classroom**

Submitted by

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Declaration

I, *Chan Shuk Yan, Clare*, declare that this research report represents my own work under the supervision of *Assistant Professor Dr. WONG, Ming Har Ruth*, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____
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10th May, 2019

Table of Contents

1. Introduction
2. Literature Review
3. Conceptual Framework
4. Operational Definition
5. Methodology
6. Results
7. Discussion
8. Implication
9. Conclusion
10. References
11. Appendix I Teachers' Motivation Questionnaire
12. Appendix II Teaching Styles Questionnaire
13. Appendix III Consent Form (Sample)

Abstract

The purpose of this study was to investigate English teachers' motivation in pursuing their teaching profession and the relationship towards their teaching styles in the ESL classroom in Hong Kong. There were 82 English teachers as the research participants, who had some English teaching experiences in a local school. During the investigation, teachers' motivation was measured based on the Maslow's Hierarchy of Needs Theory (Maslow, 1943) through teachers' preferences on the statements; and the use of teaching styles were examined via teachers' self-reported data about their frequency use of each teaching style, which is according to Mosston's Spectrum of Teaching Styles (Mosston, 1992) as the investigation model. To compare and analyze two subject areas, this study used quantitative approach for examination and have designed two sets of questionnaires to participants. The results have showed that two targeted areas indeed had a positive relationship, that both security need and self-esteem need among all five basic human needs had a positive significant relationship towards teaching styles, particularly for style E (Inclusion). While for self-actualization need, it was more prone to reproductive style, especially for style B (Practice). It is hope that qualitative research, like interview can also be implemented in future study for further investigation on the reasons and factors.

Keywords: Teachers' motivation, teaching styles, ESL classroom, Hong Kong.

A study on the relationship between teachers' motivation and their teaching styles in ESL classroom

1. Introduction

There have been different research and approaches in studying teachers' motivation (see Ololube, 2006; Pardee, 1990; Steyn, 2002; Tambunan & Hamied & Sundayana, 2016) and teachers' teaching styles (see Goldberger et al., 2012; Li & Kam, 2011; Mosston, 1992; Mosston & Ashworth, 2002). However, only a few studies have linked the two areas together for discussion (see Bernaus, Wilson & Gardner, 2009; Han & Yin, 2016; Hein et al., 2012). These studies have compared two subject areas and discovered their positive linkage and correlation; nevertheless, most of the contexts of these studies targeted some European countries and they were not just specified in a language classroom, that some have investigated about Physical Education. Therefore, it was valuable to have a similar study to be conducted in Hong Kong, so that local scholars and educators could understand more about the educational circumstances in the ESL classroom; simultaneously, by assessing which level of needs is more prone to the productive teaching styles and reproductive teaching styles, it have showed some recognitions about teachers' motivation in the teaching profession and teachers' habits of using different teaching styles in accordance with their teaching motivation, which helped us to understand teachers' behaviors.

2. Literature Review

The study on the relationship between teachers' motivation and their teaching styles is relatively limited, especially in Hong Kong context. There was a study established by Hein et al.,

(2012), that discussed the target issue in physical education. The research was conducted in studying 176 physical education teachers from five European countries, and they first discovered that teachers were motivated intrinsically rather than extrinsically. Then, it was discussed that intrinsically-motivated teachers tended to use productive teaching styles and extrinsically-motivated teachers used reproductive teaching styles. In the study of Bernaus, Wilson & Gardner (2009), they not only studied teachers' motivation and teaching styles, but also students' motivation and their language achievements. It was suggested that teachers' motivation and their strategy use were closely related; and the idea of using the teaching style could be lost if teachers were not motivated. According to Han & Yin (2016), they discussed the relationship between teachers' motivation and teaching effectiveness, also as known as teaching styles; it was claimed that teachers' motivation was influenced by the satisfaction from this profession and the well-being of being a teacher, which then affected teachers in improving their teaching in their classroom. As Pelletier, Séguin-Lévesque & Legault (2002) has examined how social-contextual conditions affected teachers in teaching. When teachers received pressures from above and below, they were less self-determined in teaching, which led to the condition that teachers controlled the students more. It is apparent that teachers' motivation and teaching styles somehow have a correlation that affect one and another, so it is quite intriguing and valuable to study closer between two subject areas, especially on which aspects have stronger impacts than the others.

3. Conceptual framework

Motivation was considered as a main and continuing issue in psychology, which discussed a person's behavior and cognitive thinking, as well as the social regulations; it should be valued and studied particularly for some social roles in society, like teachers (Ryan & Deci, 2000). In this

study, Maslow's Hierarchy of Needs Theory was selected to investigate teachers' motivation (Maslow, 1943). It was claimed that this theory was the most considerable and referenced among all the motivation theories (Ololube, 2006). It has classified human behaviors in total of five levels, that the lower level should be satisfied first, and then the individual can move to the higher level (Pardee, 1990). According to Steyn (2002), it counted the lower four levels as deficiency needs, and it was challenging to move to the highest level if those four levels were not achieved in certain extends.

The hierarchy gave a scale of five fundamental needs: physiological, security, affiliation, self-esteem and self-actualization, which were identified from the lowest to the highest accordingly. For physiological needs, it was counted as the starting point of the hierarchy that drove people to work physiologically (Maslow, 1943). As Pardee (1990) mentioned that the physiological need included the concern of food, shelter, sex, water, clothing and comfortable workplace, which categorized as the basic needs of a human being. In terms of the school system, this level of need discussed whether teachers' salary could support the above living conditions, which affected the productivity and quality of a teacher at school (Tambunan et al., 2016). For the second need of security, an individual required enough protection from any kinds of danger, threats and deprivation; while there should be no discrimination or any unfairness in a workplace (Pardee, 1990). For teachers, it is appeared that teachers should feel safe and secure provided by the school and the organization, and their job was guaranteed not to be harmed in any way; instead, was promised to have continuous developments in the future (Tambunan et al., 2016). Referring to the third need of affiliation, it examined the sense of belonging and the social relationship among people, that an individual should feel accepted and loved within the social group (Ololube, 2006).

Apparently, it was said that teachers needed affective relationships at school, such as with their colleagues, their students or even students' parents, which teachers somehow feel satisfied from it because the participation of the teacher is appreciated (Tambunan et al., 2016). Regarding the fourth need of self-esteem, it related to self-ego and desired recognition, respect, achievement, autonomy and independence etc. (Ololube, 2006). For instance, teachers were rewarded by receiving praises, medals, gifts or even a job promotion (Steyn, 2002). Apart from that, if the teacher was given more power and responsibilities, it was also considered as achieving the need of self-esteem as teachers were being trusted and valued (Tambunan et al., 2016). As for the highest need throughout the hierarchy, self-actualization need required the individual to stretch one's potential and capability into another level, especially to fulfill the desire of becoming more and more (Pardee, 1990). As Tambunan et al. (2016) suggested, in the case of the school system, teachers' competence and achievement were very valuable; that they should improve and upgrade themselves by having the ambitions in practising their role as a teacher and as well as their qualification of being a teacher.

Apart from motivation, teaching styles was another main area to be discussed in this research. Throughout different approaches in explaining teaching styles, Mosston's Spectrum of teaching styles was selected in this study. Over the years, the spectrum has guided teachers in organizing their lesson routines and has provided a clear picture about alternative teaching approaches in classroom. It was also noteworthy that the Spectrum created a continuum among all major teaching styles, and there was no one particular teaching style was superior than the other; that the only assessing criteria was the appropriateness based on the learning context and students' learning levels (Goldberger et al., 2012). According to Sicilia-Camacho and Brown (2008), the Spectrum

did not just develop by collecting the common teaching styles and putting them into categories; it has gone through a logical and systematic process in analyzing the teaching styles (as cited in Goldberger et al., 2012), which made it as a suitable model for analysis.

The Spectrum provided a framework for teachers and learners as a reference; one end was *reproductive style* (teacher-centered and direct approach), where the other end was *productive style* (student-centered and open-ended approach) (Mosston & Ashworth, 2002). Based on the first edition on Mosston's book (1966), they have only identified eight teaching styles (as cited in Goldberger, Ashworth, & Byra, 2012) but then was modified by increasing the model into 11 teaching styles in total, where two clusters were created by the theoretical and invisible line merely in the middle (discovery threshold), grouping styles A to E (memory) and styles F to K (discovery) (Mosston & Ashworth, 2002).

This research investigated 11 teaching styles one by one: *Style A (Command)* mainly focused on teachers' decisions that learners must comply and replicate the same model formed by teachers (Goldberger et al., 2012); *Style B (Practice)* continued to replicate teachers' model but students could do things in their own pace, deciding how things could be done (Goldberger et al., 2012); *Style C (Reciprocal)* allowed peer partnership in offering and accepting feedback from partners based on the assessing criteria developed by teachers (Li & Kam, 2011); *Style D (Self-Check)* emphasized individual and private work and had self-assessment in providing feedback for themselves, which was also based on teachers' designed criteria (Mosston & Ashworth, 2002); *Style E (Inclusion)* enabled learners to select their own level in the same task but it was still teacher's' decision and judgments in designing the levels of the task (Mosston & Ashworth, 2002).

The following six teaching styles were categorized as productive style; *Style F (Guided Discovery)* was guided by teachers by asking a sequence of questions, directing students to discover a predetermined concept which was unknown to the students (Mosston, 1992); *Style G (Convergent Discovery)* required students to give an answer or a solution to a predetermined problem or issue via the process of reasoning and cognitive thinking, that the single question was raised by teachers (Mosston, 1992); *Style H (Divergent Discovery)* was similar to *Style G* because teachers also provided a single question, yet students needed to give multiple possible responses this time (Mosston, 1992); *Style I (Learner-Designed Individual Program)* aimed at the independence of learners in producing individual program, like selecting the topic, identifying the questions, collecting data etc.; notwithstanding, the process was still controlled by teachers in setting the subject area (Mosston & Ashworth, 2002); *Style J (Learner-Initiated)* also targeted at learners' independency that learners were responsible for the entire project in both design process and evaluation, when teachers just accepted their decisions, showed support, and only engaged in the activity if the learners requested it (Mosston & Ashworth, 2002); *Style K (Self-teaching)* contrasted with *Style A* since the roles of teachers and students has switched (Goldberger et al., 2012). It gave maximum freedom to learners because there was no teachers' involvement and the decision-making was all on learners. Therefore, it was considered that this style was more suitable for developing a hobby or an interest (Goldberger et al., 2012).

4. Operational Definition

Throughout the research, two main concepts were discussed; the first one is teachers' motivation and the other one was teachers' teaching styles. According to Han & Yin (2016), motivation had a general meaning; there was an energy that drove people to do something naturally;

nevertheless, the concept was obviously more sophisticated than that. Therefore, a lot of research was done in studying this area by applying different theories for discussion in a social and psychological perspective. To be more specific, Sinclair (2008) raised some ideas in evaluating teachers' motivation, like what attracted them to teach and how long they remained in the teaching professions (as cited in Han & Yin, 2016). In my study, Maslow's Hierarchy of Needs Theory (Maslow, 1943) was adopted as it helped establish the framework of this educational term, that five human needs were classified: physiological need, security need, affiliation need, self-esteem need and self-actualization need. For teachers' motivation, the five basic human needs of motivation have been put into the educational field, which explained teachers' actions and behaviors based on the above theory.

For another concept of teachers' teaching styles, it was said that teaching methods could be quite diverse, such as demonstrating, discussing, exemplifying and emphasizing memory etc. (Felder & Henriques, 1995). On the other hand, Silver & Hanson & Chu (1982) explained that teaching styles and strategies provided a manual and guidance for teachers in achieving their educational objectives; it also described that a teaching strategy established steps to prompt learners to act as certain behaviors. Consequently, this study used Mosston's Spectrum of Teaching Styles (Mosston, 1992) to explain the participants' uses of teaching styles in their classroom, that has divided into two areas: reproductive styles and productive styles. The former styles were considered as traditional teaching strategies, which were teacher-centered and offered a lot of drills and exercises, while the later one was considered as innovative teaching strategies, which were student-centered and encouraged self-guided learning. This model was an integral compendium in guiding the teaching routines when teachers were designing their lessons and selecting the

approaches; most importantly, this theory mainly focused on classifying the teaching approaches according to the characteristics of each approach in order to make a continuum without any judgments on which one is superior than the other (Goldberger et al., 2012), so the study could have a more specified model for analysis.

5. Methodology

5.1 Research questions

1. To what extent, does teachers' motivation relate to their teaching styles in ESL classroom?
2. Which level of needs is more prone to reproductive teaching style and productive teaching style?

5.2 Design of the Research Method

This research investigated the relationship between teachers' motivation and their teaching styles in local ESL classroom in Hong Kong. In studying the two target areas, it was conducted in a quantitative approach by distributing questionnaires to English language teachers, who have had some teaching experiences in local schools. There were in total of two parts for the questionnaire; the first part investigated teachers' motivation in Likert-Type Question (1-5 scale) based on the theory of Maslow's Hierarchy of Needs Theory; the second part investigated teachers' teaching styles of the frequency level (1-5 scale) according to the Mosston's Spectrum of teaching styles, that both research questions were answered in accordance with the data of two questionnaires and was statistically analyzed altogether.

5.3 Participants

There were in total of 82 participants who have given their consent to this study and have completed both questionnaires. All of them had English language teaching experiences in ESL classroom in Hong Kong and 85.4% among all the participants were female. It was also found that 86.59% of them were beginning teachers, who only had their teaching experiences no more than 5 years; while the second highest group had 6.10% with 16-20 years of teaching.

5.4 Procedures

For this study, all participants were given two sets of questionnaires in either paper form or electronic form, that a reliability test was completed for the questionnaire items and it was identified that the items were statistically trustworthy. The completion time for both questionnaires was not limited, that they could finish it in their own pace. Before the participants began with their questionnaires, informed consent forms were also included at the beginning, and they were reminded that the data was confidential and anonymous. It was also clearly stated that all the information was only available to the related parties, including the principal investigator and the primary supervisor. Then, all the collected data was analyzed statistically via Statistical Package for the Social Sciences (SPSS), particularly for the correlation between variables.

5.5 Instruments

This study was based on two sets of questionnaires, that the participants first have completed the one about teachers' motivation, then moved on to another part about teachers' teaching styles. For the first questionnaire related to teachers' motivation, it used Likert-scale (1-5 scale, from *Strongly Disagree* to *Strongly Agree*) for measuring participants' preferences on the descriptions.

By following the Maslow's Hierarchy of Needs Theory, it was designed to have 6 statements for each need, so there were in total of 30 statements. The designed statements followed the conceptual framework on the above with appropriate descriptions. For another questionnaire related to teachers' teaching styles, it focused on the frequency level (1-5 scale, from *Never* to *Always*) in measuring participants' frequencies in using different teaching styles in their language classroom. In relation of Mosston's Spectrum of teaching styles, it was planned to have 3 statements for each style, in total of 33 statements. Based on the theory's explanation towards all teaching styles, the descriptions of each teaching style were then designed. As a result, the data from two questionnaires was more comparable for statistical analysis in the following.

5.6 Data Analysis

The collected data from both questionnaires was analyzed by using SPSS, which focused on the correlations (pearson correlation and p-value) between the two subject areas, whether it had negative or positive significant relationship between different variables.

6. Results

a. To what extent, does teachers' motivation relate to their teaching styles in ESL classroom?

The study first revealed the general picture about the correlation between teachers' motivation and their teaching styles in Table 1. A Pearson's r data analysis showed a positive relationship among two areas, $r(80) = .228, p = .039$. Teachers' motivation indeed had its influence when teachers planned their lesson and selected different teaching approaches.

Table 1. The general correlation between teachers' motivation and their teaching styles

		Teaching styles
Teachers' motivation	Pearson correlation	.228*
	Sig. (2-tailed)	.039

* Correlation is significant at the 0.05 level (2-tailed).

For further investigation, teachers' motivation was divided into five aspects of the basic human needs, which only security need and self-esteem need were selected deliberately in Table 2 because of its significance. The statistical results showed that there was a positive significant relationship between security need and teaching styles, $r(80) = .278$, $p = .011$. For self-esteem need, it was obvious that it had a stronger significant positive correlation with teaching styles, $r(80) = .333$, $p = .002$. Comparatively, among all the five basic human needs of motivation, security need and self-esteem need had a stronger impact on teachers' teaching styles.

Table 2. The specified correlation between security needs, self-esteem needs and teaching styles

		Teaching styles
Security	Pearson correlation	.278*
	Sig. (2-tailed)	.011
Self-esteem	Pearson correlation	.333**
	Sig. (2-tailed)	.002

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

By having a deeper analysis on two subject areas, teaching styles were specified into reproductive styles and productive styles in Table 3, which led to a more detailed result. Comparatively, security need had a slight positive significant correlation tendency towards

reproductive styles than productive styles, $r(80) = .230, p = .037$, $r(80) = .226, p = .042$; self-esteem had a slight positive significant correlation tendency towards productive styles than reproductive styles, $r(80) = .278, p = .012$, $r(80) = .264, p = .017$. Interestingly, even though self-actualization need did not have a positive relationship towards teaching styles in general, it had a positive significant relationship towards reproductive styles, $r(80) = .264, p = .016$, while it had no relationship towards productive styles, $r(80) = .005, p = .966$. Consequently, if teachers had high level of self-actualization, it is estimated that they tended to use reproductive styles more in English language teaching.

Table 3. The specified correlation between three basic human needs (security, self-esteem and self-actualization) and two teaching styles (reproductive and productive)

		Reproductive styles	Productive styles
Security	Pearson correlation	.230*	.226*
	Sig. (2-tailed)	.037	.042
Self-esteem	Pearson correlation	.264*	.278*
	Sig. (2-tailed)	.017	.012
Self-actualization	Pearson correlation	.264*	.005
	Sig. (2-tailed)	.016	.966

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

b. Which level of needs is more prone to reproductive teaching style and productive style?

For Table 4, the correlations of two subject areas were statistically analyzed in great details, which both areas were divided into its smallest units of five fundamental needs and eleven styles of teaching. Surprisingly, both security need and self-esteem need had a higher tendency of significant positive relationship on style E (Inclusion) among other teaching styles, $r(80) = .302$,

$p = .006$ and $r(80) = .313$, $p = .004$; where security also showed positive significant relationship towards style H (Divergent Discovery), $r(80) = .265$, $p = .016$. For self-esteem need, it also positively correlated with style H (Divergent Discovery), $r(80) = .282$, $p = .010$; style I (Learner-Designed Individual Program), $r(80) = .254$, $p = .021$ and style K (Self-teaching), $r(80) = .218$, $p = .049$. For self-actualization need, it particularly had an inclination of a positive significant correlation towards style B (Practice), $r(80) = .358$, $p = .001$. Therefore, if teachers had a higher satisfaction on security need, self-esteem need or self-actualization need, the specified teaching styles on the above were used more often than the others.

Table 4. The detailed correlation between teachers' motivation (security, self-esteem and self-actualization) and teaching styles (Style B, E, H, I and K)

		Style B	Style E	Style H	Style I	Style K
Security	Pearson correlation	.128	.302*	.265*	.192	.100
	Sig. (2-tailed)	.251	.006	.016	.084	.370
Self-esteem	Pearson correlation	.098	.313**	.282*	.254*	.218*
	Sig. (2-tailed)	.380	.004	.010	.021	.049
Self-actualization	Pearson correlation	.358**	.209	.071	-.099	.027
	Sig. (2-tailed)	.001	.060	.525	.374	.813

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

7. Discussion

This study discussed the relationship of teachers' motivation and their teaching styles in ESL classroom, that showed which human needs were more related to teaching styles; in particular,

which needs were more prone to a specific teaching style. Based on the results mentioned on the above, there will be some relevant discussions about different factors and aspects in the following.

In general discussion, the results are indeed consistent with previous research and findings, that teachers' motivation can affect the way they teach in the classroom. As Bernaus & Wilson & Gardner (2009) emphasized that there was a close connection between teachers' motivation and classroom strategy use (teaching styles). In order to enhance classroom effectiveness, teachers' motivation was considered as an important component in achieving the goal (Carson & Chase as cited in Han & Yin, 2016). Even for the study on higher education on Trigwell (2012), it was proven that there is a relationship between teachers' emotions and motivations and their adoption on different teaching approaches. For detailed analysis, the discussion below is divided into different perspectives in trying to explain the reasons based on the most significant results on the above, which were divided into external factors and internal factors.

a. Perceptions on teaching profession (external factor)

Based on the data shown on the above, it is identified that both security need and self-esteem need had a closer correlation with teaching styles among other human needs, no matter they were correlated with reproductive styles or productive styles. For security need, it is considered that the teaching profession is a stable job with standardized salary and being guaranteed for having long-term developments in Hong Kong (Steyn, 2002). The stability itself has become a crucial factor on whether teachers concentrate on their teaching and give devotion on improving themselves in the classroom. There was a study discovered that poor working conditions and lack of opportunities for promotion could also be the reasons of having leaving teachers (Spear et al. as

cited in Roness & Smith, 2010). In the study of Johnson, Kraft & Papay (2012), it had a similar result that those teachers who worked in a favorable environment, were more satisfied and less possible to leave or change the profession. As a result, it shows that if teachers cannot receive certain stability in their teaching profession, it is very unlikely for them to remain in the teaching profession, not to mention that they will develop their teaching styles for effective teaching in the classroom. It is considered as external factor because it cannot be controlled by the participants, that the working environment is provided by the school or relevant organizations, but it still affects how teachers develop their teaching in their language classroom.

b. Recognition on attributions in teaching (external factor)

Besides, self-esteem need is another significant factor, which leads teachers to enhance their teaching effectiveness by developing different teaching styles in their classroom. The results were consistent with the study of Han & Yin (2016), that teachers' motivation was influenced by the satisfaction from this profession, it then affected teachers in improving their teaching. As Steyn (2002) suggested that satisfaction of having accomplishments through teaching leads to self-confidence and gratitude. Since their devotion and attributions towards teaching is valued and treasured, it encourages them to keep improving and making progress. However, if their attributions were being challenged due to the external effect, and the situation was unchangeable and uncontrollable, they might less likely to put forth volitional effort in their profession (Weiner as cited in Hong, 2012). Once again, it is considered as external factor as the motivation was influenced extrinsically than intrinsically. Even though self-esteem need is a psychological matter, which relates to an individual's perception; however, it is affected by the environment and even other stakeholders at school, so it cannot be controlled by the participants themselves.

c. Having control in the classroom (external factor)

Apart from the relationship between security need and all teaching styles, security need particularly had a higher tendency on reproductive styles, which are mainly teacher-centered and have more direct approach. As mentioned earlier, security need relates to the stable working environment, including the classroom. In fact, students' disciplinary problem could influence the classroom stability and it was one of the considerations for teachers to stay in the profession or not (Hong, 2012). The aspect of effective teaching also found the significance of classroom discipline and management, as students' misbehavior distracts learning and teaching, especially for planned lessons (Rahimi & Karkami, 2015). It leads to the result that teachers tend to have more control over the classroom, when there will be less variables if students follow teachers' instructions and guidance accordingly, which makes the language classroom have less disciplinary problems and allows teachers to create a stable learning and working environment. This external factor demonstrates the significance of teachers taking power and control in the classroom, which avoids any kinds of interruptions or disturbance from students; it at least minimizes the uncertainties and unpredictability.

d. Having autonomy in teaching (external factor)

By studying closer on the correlation between self-esteem need and teaching styles, it was discovered that participants with higher satisfaction on self-esteem need have a higher tendency on productive styles, which are student-centered and have more open-ended approach. When we talked about self-esteem need, we could conceive the concept in two angles, which one of them was about esteem from others, that an individual's worthiness and values was recognized by

another person (Taormina, & Gao, 2013). In the educational context, the school has become one of the paramount stakeholders for supporting self-esteem need of teachers. There was a study that when the school showed leadership, like giving quality instruction, connections to external communities and performance accountability etc., teachers were more likely to exert extra effort in teaching and even investigate better way of teaching (Leithwood & Jantzi as cited in Eyal & Roth, 2011). In the study of Pelletier, Séguin-Lévesque & Legault (2002), the result explained that when teachers were more self-determined and were given more autonomy from the school, teachers would increase students' independency more; simultaneously, teachers tended to control the students more if they were less determined. It demonstrates the importance of having the school as a support in language teaching, that it could easily affect teachers' decisions; and it proves the relationship that when the teacher has a high self-esteem, student-centered approaches are more recommended than teacher-centered approaches.

e. Teaching approaches in Hong Kong (external factor)

Even though most of the results were consistent with previous studies, there was a contrast on the result of self-actualization need with the study (Hein et al., 2012). It originally revealed that intrinsically-motivated teachers tended to use productive style, which had an opposite outcome with this study that teachers with high self-actualization need preferred to use reproductive style instead. According to Maslow's explanations on self-actualization need, it talked about self-fulfillment and the desire to become more and more. Apparently, self-actualization need involves with individual and personal matter, which also relates to the competence and achievement as a teacher. The possible reason for this occurrence is relevant to nowadays' educational circumstances. Discussing Hong Kong educational context, it has always been adopted with

teacher-centered approaches; even some teachers were trying to develop innovative teaching in their classroom, teachers still put their emphasis on the transmission of knowledge and information (Carless & Wong, 2000). Being affected by the traditional way of teaching, today's education still reflected examination orientation, endless homework and teacher-oriented classroom (Chen, 2015). As a result, even with the claim that teachers tended to use productive style if they were motivated intrinsically; it is undeniable that the influences of traditional education affect tremendously towards today's education. It is also possible that the difference of contexts for the studies leads to this contrastive result.

f. Catering for learning diversity (external and internal factor)

In the discussion of which human needs is more prone to which teaching styles, the results first discovered the positive significant correlation between style E (Inclusion), security need and self-esteem need. Even though the results showed several tendencies on other teaching styles, like style H (Divergent Discovery), style I (Learner-Designed Individual Program) and style K (Self-teaching), but style E (Inclusion) had the most significant number. It is assumed that it is highly related to the teaching style itself. For style E (Inclusion), it aims at catering for learning diversity, that teachers prepared different sets of learning materials for students' selections within the same task. Apparently, inclusion of students has been embedded in today's education in Hong Kong, by making education accessible in spite of their gender, ethnicity, disabilities or any other disadvantages in learning (Forlin & Sin, 2010). It is indisputable that this teaching style is a bit time consuming because teachers will have extra workload on preparing more than one learning materials, and design them in accordance with students' learning levels. Therefore, teachers with high security need and self-esteem need receive high job satisfaction, which leads to a higher

devotion of time on teaching and improve teaching effectiveness (Han & Yin, 2016). Unlike other discussions on the above, this factor is considered as internal and external matter. For internal factor, teachers is proud of having this teaching approach as it helps students with their learning, since the teaching materials are designed in accordance with students' level. For external factor, the trend of catering learning diversity is raised by the government, and might as well as the school motto, so teachers will then follow the standardized rules.

g. Enhancing effectiveness in teaching and learning (internal factor)

In addition, by looking at the self-actualization need, it had a positive significant relationship towards style B (Practice). As discussed earlier, self-actualization need focused on teachers' competence and achievement, that teachers aim at upgrading themselves and stretching oneself into another level (Ololube, 2006). While style B (Practice) talked about students replicating teachers' model and having practices again and again (Goldberger, Ashworth & Byra, 2012). It was explained that teachers' self-efficacy is conceptualized with their beliefs in their own ability of planning and organizing activities in the classroom (Skaalvik & Skaalvik, 2010). Consequently, when teachers believe in their abilities of the subject knowledge and have faith on their choices, students are only encouraged to duplicate the model and have revision until they have mastered the skill or understand the concepts, as teachers have strong confidence on themselves in developing effective teaching and learning. Then, it is considered as internal factor, which relates to individual's confidence and beliefs in teaching, and teachers want to raise classroom effectiveness by controlling students to quickly memorize and practise the suggested model.

8. Implication

This study however still has its limitations on studying the relationship between teachers' motivation and their teaching styles. For the numbers of participants, it is only in an adequate level, particularly when most of the participants were beginning teachers, which might be unable to reveal the entire educational circumstance in Hong Kong. In addition, there was only single research method used in investigating the correlations among all the variables. Based on the data presented by questionnaires, they were mainly numbers and figures, that some interviews with participants are encouraged as it helps to understand further reasons and factors relating to those significant relationship, which can make the discussion and analysis more significant and reliable as it can be explained further during the interview on having such occurrences. For future research, it is also valuable to include students' perceptions for investigation on how it can affect their learning at the same time, as teachers' selections on their teaching approaches also affect students' attitude in learning.

9. Conclusion

In conclusion, this study mainly investigated the correlations on teachers' motivation and their teaching styles in ESL classroom; it first focused on how two areas interrelated with each other, and then investigated which basic human needs have preferences on which teaching styles. Among all the human needs of motivation, security need and self-esteem need had the most significant positive relationship towards teaching styles, that style E (Inclusion) in particular had a higher tendency. It is related to the educational trend of catering learning diversity, that teachers will offer more than one learning material to students. Overall, teachers' motivation is treated as one of the

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influential factors in affecting teachers' language teaching. If they are not motivated, no matter intrinsically or extrinsically, teachers will not stay in this profession for a long term.



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Appendix I Teachers' Motivation Questionnaire

Teachers' Motivation Questionnaire

Read the descriptions below and indicate how much you agree or disagree on the statements from the following choices:

- (1) *Strongly Disagree*
- (2) *Disagree*
- (3) *Neither Agree nor Disagree*
- (4) *Agree*
- (5) *Strongly Agree*

*Please remember that there are no right or wrong answers.

1. I work as a teacher for money.	1	2	3	4	5
2. I think money is more important than being a teacher.	1	2	3	4	5
3. I would not choose my career as a teacher if there is no reasonable salary.	1	2	3	4	5
4. I choose to become a teacher because I can receive reasonable salary.	1	2	3	4	5
5. Money is my first priority in deciding to become a teacher.	1	2	3	4	5
6. I think the most apparent advantage of being a teacher is to have a reasonable salary.	1	2	3	4	5
7. I feel safe and secure when I choose my profession as a teacher.	1	2	3	4	5
8. Being a teacher, I feel protected from the dangers and accidents.	1	2	3	4	5
9. I think the school is a safe environment to work at.	1	2	3	4	5
10. I think the teaching profession is a stable job.	1	2	3	4	5
11. I am not threatened in any way as a role of a teacher.	1	2	3	4	5
12. I have the feeling that my job is guaranteed.	1	2	3	4	5
13. I am satisfied with my relationship with my colleagues.	1	2	3	4	5
14. I enjoy devoting my time to be with my students.	1	2	3	4	5
15. I want to build a good rapport with my students and colleagues.	1	2	3	4	5
16. I think building a positive relationship with my students is very important.	1	2	3	4	5
17. I think building a positive relationship with my colleagues is very important.	1	2	3	4	5

18. It is necessary to feel comfortable to work with my colleagues.	1	2	3	4	5
19. My work as a teacher is being recognized and praised.	1	2	3	4	5
20. I feel powerful and respected as a teacher.	1	2	3	4	5
21. I am proud of my competency as a teacher.	1	2	3	4	5
22. I am being trusted by my superiors/supervisors in giving more responsibilities and power to me.	1	2	3	4	5
23. The parents give me credits in teaching their children.	1	2	3	4	5
24. I am rewarded of having a good competency as a teacher.	1	2	3	4	5
25. I am willing to have more educational training for a higher competence as a teacher.	1	2	3	4	5
26. It is important for me to keep up with innovations in teaching.	1	2	3	4	5
27. I continue to join different training programme in academics, seminars and conferences.	1	2	3	4	5
28. I am disappointed at myself when I do poorly in teaching.	1	2	3	4	5
29. Being a teacher also needs continuous learning to improve oneself.	1	2	3	4	5
30. I aim at high quality performance in teaching.	1	2	3	4	5

Appendix II Teaching Styles Questionnaire

Teaching Styles Questionnaire

Read the descriptions below and indicate how often the statements are true from the following choices:

- (1) *Never*
- (2) *Seldom*
- (3) *About Half the Time*
- (4) *Usually*
- (5) *Always*

*Please remember that there are no right or wrong answers.

1. I ask the students to copy my notes.	1	2	3	4	5
2. I give orders and instructions to my students.	1	2	3	4	5
3. I prefer the students to follow my rules.	1	2	3	4	5
4. I demonstrate how the task is done and give time to the students to do it while giving feedback individually.	1	2	3	4	5
5. Students are given time to practice the knowledge based on my model and individual feedback.	1	2	3	4	5
6. Students replicate my model but they can do it in their own pace and at the same time, receiving my feedback individually.	1	2	3	4	5
7. I ask my students to work in pairs and give feedback to each other based on the assessing criteria designed by me.	1	2	3	4	5
8. I prefer the students to work in groups and give comments to one and other according to my assessment model instead of just receiving my individual feedback.	1	2	3	4	5
9. I think it is more useful to ask my students to work together and have feedback from their partners with my designed criteria.	1	2	3	4	5
10. Students are asked to work individually and have self-assessment with provided criteria.	1	2	3	4	5
11. It is encouraged that students have self-checking and work independently.	1	2	3	4	5
12. I think it is more beneficial for students to finish a task by themselves and use my assessment model to have self-checking.	1	2	3	4	5
13. I offer different levels of learning materials for my students to choose.	1	2	3	4	5
14. I think it is crucial to not just have one level of learning resources for my students.	1	2	3	4	5
15. Students are allowed to choose different levels in the same exercise according to their preferences.	1	2	3	4	5

16. I asked my students a sequence of questions in discovering an unknown concept to them.	1	2	3	4	5
17. Instead of presenting a new idea to my students, I prefer to let them explore it by asking them some questions for guidance.	1	2	3	4	5
18. Before teaching a new knowledge, I start my lesson with a series of questions as an introduction.	1	2	3	4	5
19. I raised a problem or an issue that my students are required to give an answer or a solution which is related to the topic.	1	2	3	4	5
20. I think it is paramount to let my students have the process of reasoning and cognitive thinking by giving a solution towards a problem.	1	2	3	4	5
21. Instead of directly giving the answers to my students, I prefer to point out the problem and provide them opportunities to suggest a resolution towards the issue.	1	2	3	4	5
22. It is recommended that the students give multiple solutions and answers to a problem or an issue.	1	2	3	4	5
23. I asked my students a question but the students need to give more than one possible responses.	1	2	3	4	5
24. I prefer my students to contribute various answers to my provided question.	1	2	3	4	5
25. I prefer my students to select and design the assignments by themselves rather than I distribute it to them.	1	2	3	4	5
26. Students aim at the independence in producing individual program.	1	2	3	4	5
27. Students create their individual assignment, such as selecting the topic, identifying the questions, collecting data etc. based on a subject area.	1	2	3	4	5
28. Students take the initiatives to produce an assignment and evaluate it afterwards.	1	2	3	4	5
29. Students have their independency to work on the entire project without any help from the teacher.	1	2	3	4	5
30. I only provide help when the students request it, that they are the one who mainly responsible for the project.	1	2	3	4	5
31. I give maximum freedom to my students without my any forms of involvement.	1	2	3	4	5
32. My role as a teacher has shifted to my students, that they are the one who are in charge of their own learning.	1	2	3	4	5
33. Rather than giving commands and instructions to my students, they are encouraged to self-teach instead.	1	2	3	4	5