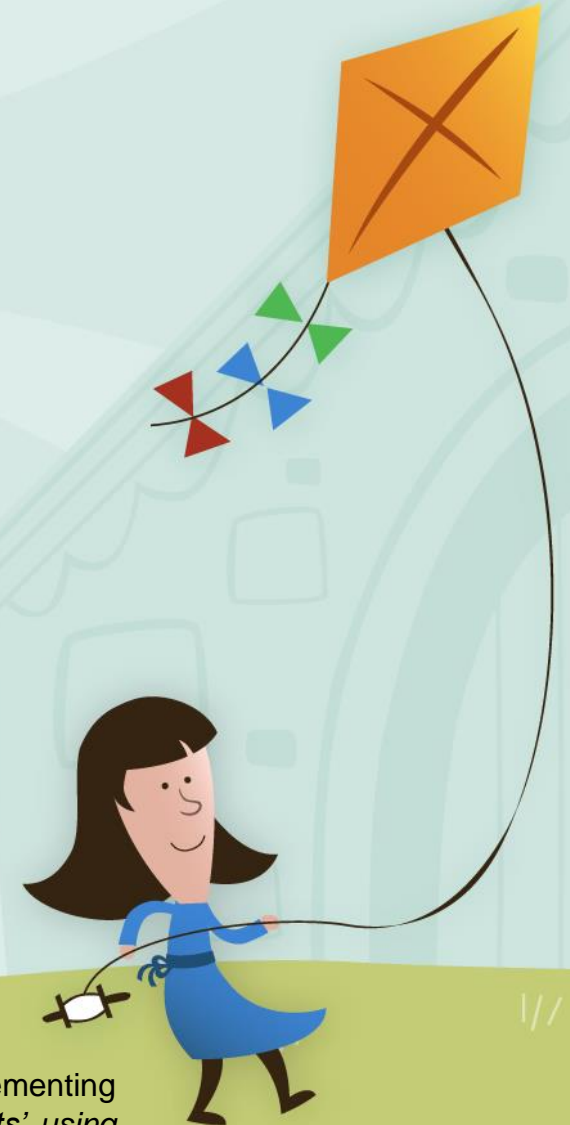# The role of (de)motivating teachers' behaviour in predicting students' engagement and well-being in Lithuanian school context

Garckija R.[1], Gabrialavičiūtė I.[1], Raižienė S.[2]

[1] Mykolas Romeris University, Institute of Psychology, Ateities str. 20, Vilnius, Lithuania

[2] Vilnius University, Institute of Psychology, University str. 9, LT-01513 Vilnius, Lithuania

Problem

- Engagement holds together all aspects of students' learning and growth

- Students' engagement starts in classroom (Olivier et al., 2021)

- Teachers play a major role in students' engagement, learning, and development more broadly (Wentzel, 2009)

- Aim: To study how teachers' behavior is related to students' engagement and well-being

Self-determination theory

- Background: Self-determination theory (SDT; Ryan & Deci, 2000)

Introduction: need supportive teaching

Autonomy support	Control	Structure
• Taking students' perspective • Providing meaningful rationale • Offering choices • Following students' pace • Accepting expression of negative affect • Using inviting language...	• Threatening with sanctions • Yelling • Intimidating • Offering rewards • Inducing guilt • Shaming...	• Clear expectations • Guidelines • Offering guidance and help • Adjusting task difficulty level • Positive feedback...

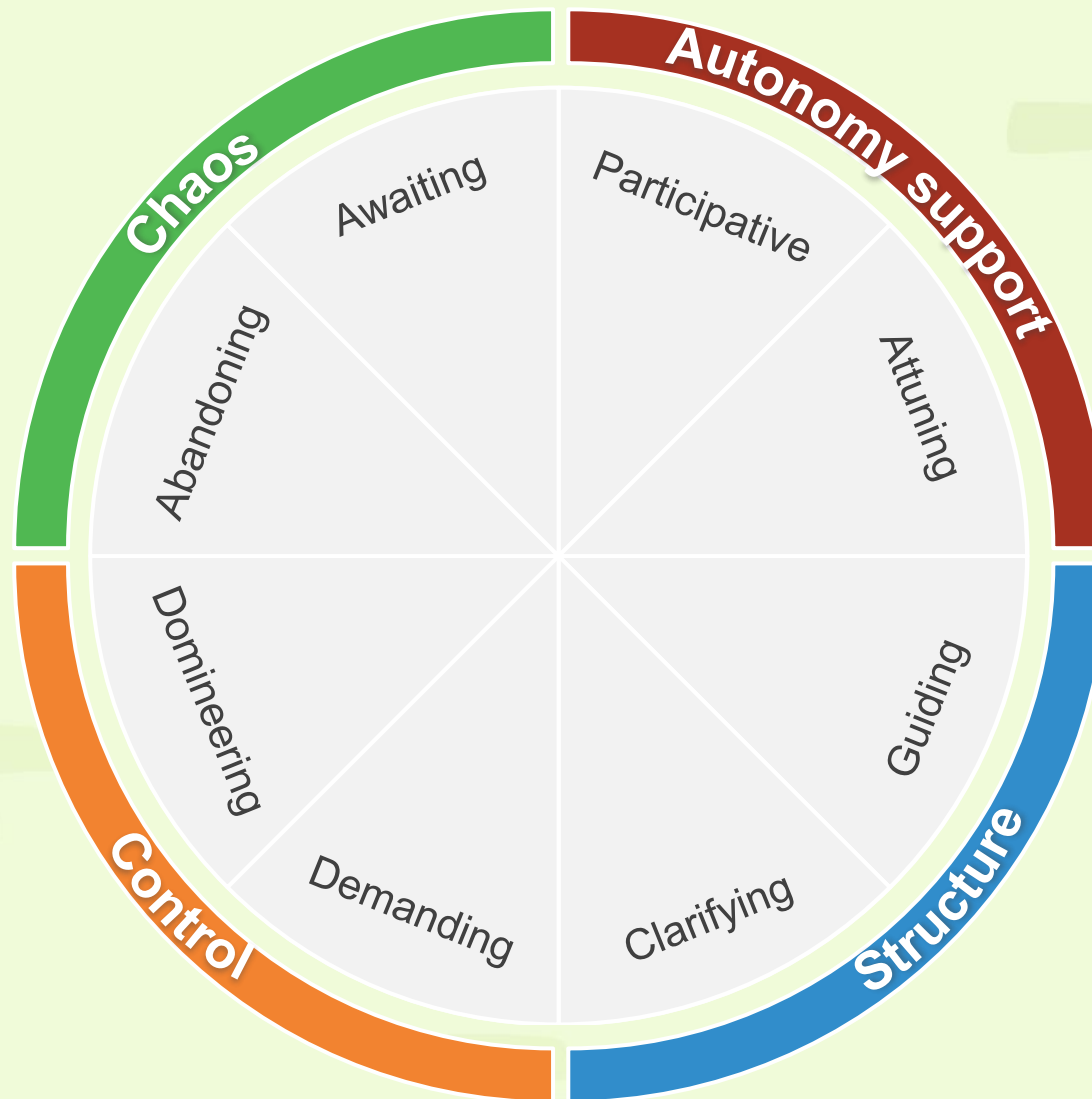# Introduction: challenges of existing approach

- Categorization of teachers' behavior into either motivating or demotivating provides only limited view

- Some strategies are directly supporting need satisfaction, while others are indirectly relevant

- Same strategies may tackle several needs

Aelterman et al., 2018

Main idea: *natural flow of events*

Main idea: *understanding and nurturing*

Low directiveness

Chaos

Awaiting

Participative

Autonomy support

Abandoning

Attuning

Need frustration

Need support

Domineering

Guiding

Main idea: *pressure and control*

Main idea: *guiding*

Control

Demanding

Clarifying

Structure

High directiveness

Goal of the research

Examine how the categories of circumplex model ((de)motivating teachers' styles) can predict the engagement and well-being of students in Lithuanian educational context

Participants

715

50,1%   40,2%

AGE 12-14 (M_{age}= 13,43 SD_{age}=0.59)

10

Instuments

Situations in School questionnaire (Aelterman et al., 2018).

- Autonomy support (15 items)
- Structure (15 items)
- Control (15 items)
- Chaos (15 items)

Engagement with math class (Wang, 2016)

- Behavioral engagement (3 items)
- Cognitive engagement (3 items)

Well-being at math class (Wang, 2016; Watson et al., 1988)

- Positive emotions (4 items)
- Negative emotions (4 items)
- Satisfaction (3 items)

Plan of data analysis

5 hierarchical multiple regressions analysis predicting engagement and well-being:

PREDICTORS

Step 1 Gender

Step 2 (de)motivating teaching styles

Results: Behavioral engagement

Independent variables	1st step ß	2st step ß
Gender	**-0,142**	**-0,153**
Participative		-0,008
Attuning		-0,121
Guiding		**0,246**
Clarifying		0,100
Demanding		**0,217**
Domineering		-0,043
Abandoning		**-0,150**
Awaiting		0,056
R^2	0,020	0,178
ΔR^2	-	0,158
F	14,560	16,769

Structure

Control

Chaos

Results: Cognititve engagement

Independent variables	1st step ß	2st step ß
Gender	**-0,098**	**-0,111**
Participative		0,034
Attuning		0,014
Guiding		**0,313**
Clarifying		0,089
Demanding		**0,105**
Domineering		-0,013
Abandoning		-0,026
Awaiting		0,040
R^2	0,020	0,221
ΔR^2	-	0,212
F	6,803	21,966

Structure

Control

Results: Positive emotions

Independent variables	1st step ß	2st step ß
Gender	0,015	0,003
Participative		0,059
Attuning		**0,339**
Guiding		0,110
Clarifying		0,065
Demanding		0,072
Domineering		**-0,131**
Abandoning		**-0,129**
Awaiting		0,047
R^2	0	0,412
ΔR^2	-	0,412
F	0,155	53,774

Autonomy support

Control

Chaos

Results: Negative emotions

Independent variables	1st step ß	2st step ß	
Gender	-0,097	-0,085	
Participative		-0,176	
Attuning		-0,223	Autonomy support
Guiding		-0,050	
Clarifying		0,109	
Demanding		0,021	
Domineering		0,164	Control
Abandoning		0,115	Chaos
Awaiting		-0,032	
R^2	0,009	0,223	
ΔR^2	-	0,214	
F	6,699	22,138	

Results: Satisfaction with math class

Independent variables	1st step ß	2st step ß
Gender	0,001	-0,017
Participative		**0,110**
Attuning		**0,133**
Guiding		**0,277**
Clarifying		-0,003
Demanding		0,060
Domineering		**-0,123**
Abandoning		**-0,187**
Awaiting		0,004
R^2	0	0,400
ΔR^2	-	0,400
F	0	51,413

Autonomy support

Structure

Control

Chaos

Conclusions (1)

Need supportive teaching approaches are beneficial for positive outcomes:

- Providing structure by guiding increases both students' cognitive and behavioral engagement
- Autonomy support increases positive emotions and satisfaction
- Autonomy support serves as buffer against negative emotions

Conclusions (2)

Need thwarting teaching approaches predict negative outcomes

- Chaotic teaching by abandoning students decreases behavioral engagement
- Controlling teaching by domineering increases the negative emotions and diminishes both positive emotions and satisfaction

Conclusions (3)

Different teaching approaches predict different outcomes

- Teacher provision of structure promotes both behavioral and cognitive engagement
- Teacher autonomy support is promotes well-being at school

Implication

Teachers should remind students about their duties and responsibilities in a guiding way that would help them to achieve their learning goals.

Thank you!

r.garckija@mruni.eu