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NEW INSIGHTS INTO TEACHERS' MOTIVATING AND DEMOTIVATING TEACHING STYLES FROM THE CIRCUMPLEX MODEL APPROACH: RE-EXPLORING MODEL STRUCTURE AND ITS VALIDITY

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Based on Self-Determination Theory, Aelterman et al. (2019) proposed The Circumplex model, explaining diverse teacher motivating styles (autonomy support, structure, control and chaos) in a two dimensional frame based on directivity and satisfaction of students' basic psychological needs. The Circumplex model has only been validated in studies by using methodology that reflects its own conceptual structure – the Situations in School Questionnaire (SISQ; Aelterman et al., 2019). This study aimed to recreate the Circumplex model using questionnaires other than the SISQ in a sample of 682 ninth grade Lithuanian students (49,7% female) from a dataset collected in the study conducted by Raižienė, Gabrielavičiūtė and Garckija (2018).

Data from six different questionnaires assessing students' perceived teacher behavior, including its impact on student autonomy (Assor et al., 2022; 24 items), psychological control (Soenen et al., 2011; 7 items), rejection (Raižienė, Gabrielavičiūtė, & Garckija, 2018; 7 items), provision of structure (Belmont et al., 1988; 6 items), clarity of expectations (Vansteenkiste et al., 2012; 10 items), and feedback (Raižienė, Gabrielavičiūtė, & Garckija, 2018; 12 items) were analyzed using multidimensional scaling and confirmatory factor analyses.

The structure discovered by analyzing the data largely corresponded to the Circumplex model, and four (de)motivating styles (autonomy support, structure, control, chaos) were identified. The only significant difference emerged in the conceptualization of the chaos style. Additionally, data from questionnaires assessing student functioning – academic motivation (Vallerand et al., 1989; 28 items), basic psychological needs satisfaction and frustration (Chen et al., 2015; 24 items), behavioral engagement (Van Ryzin et al., 2009; 4 items), agentic engagement (Reeve, 2013; 4 items), emotional engagement (Hill & Werner, 2006; 5 items), feelings at school (Assor et al., 2002; 6 items), vitality (Ryan & Frederick, 1997; 7 items), and school misconduct (Demaneet & Houtte, 2012; 15 items) – were used in correlational analyses with newly identified teachers' motivational styles. Correlations with student outcome variables followed an ordered pattern. These findings strengthen the conceptual validity of The Circumplex model and raise theoretical questions regarding its refinement.

Keywords: Motivation; Self-Determination Theory; Circumplex model; Students; Teachers' behavior.