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Pepperdine University
Graduate School of Education and Psychology

BEST PRACTICES IN HIGHER EDUCATION FACULTY MOTIVATION

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Lonnie McNamee

August, 2017

Farzin Madjidi, Ed.D.—Dissertation Chairperson

This dissertation, written by

Lonnie McNamee

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

I would like to dedicate this project to my family: my parents, Lonnie McNamee Sr. and Alice McNamee; my grandparents, Wesley Butler and Ida Mae Butler; and the Butler family—my sister Yvette McNamee, my nephew, Curtis Pye, my son, Lonnie McNamee III, and my daughter, Cydni McNamee. You all stood by me and held my arms up while going through this doctoral journey. While you are proud of me, I am more proud of you. You were there for me at all times with compassion and understanding. Your thoughts, prayers and encouragement kept me going. When I felt like giving up, I thought of you and I was strengthened by your belief in me. This one is for all of us!

To Dr. Helen Easterling Williams, words cannot express how much you have impacted my life. Thank you for being a mentor and believing in me. Thank you for the many lessons learned. You have truly left an indelible mark on my life.

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To other friends, and especially Dana Hammond and Fred Martin, thank you for believing in me. Thank you for letting me be a part of your lives. We still have our names written in concrete, which signifies our everlasting bond.

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VITA

EDUCATION

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ABSTRACT

There are many kinds of teachers in that teach in higher education. Some of these teachers teach at a high level while some teach at a substandard level. Educators are inspired and invigorated upon viewing students' achievement. Menlo and Low (1988) examined educator employment happiness throughout five countries and discovered that educators were most enthusiastic when students perform well and when they comprehend the learning. Studies suggest that motivation plays a role in teaching. In order for a teacher to be excellent and perform at a high level, there must be a learning synergy between the teacher and students. One of the central dynamics affecting this collaboration is the motivation of the faculty. The results of this motivation can breed teaching excellence. The purpose of this study was to determine the best practices in higher education faculty motivation. The population of the study consisted of 15 current or previous faculty recipients of Pepperdine University's Howard A. White award. The interview questions were based upon a literature review of intrinsic and extrinsic motivators as well as other factors relating to motivation and the best practices in higher education faculty motivation.

Chapter 1: Introduction

Background

Many exemplary higher education faculty may occasionally receive an award or acknowledgement for their excellent service and contribution, such as the initiative of the Milken Educator Foundation, which is to gift and stimulate excellence educators in education by shining a light on their work as principal educators (Milken Family Foundation, 2017). These exemplary educators are noted often for working tirelessly, giving of their time, resources and wisdom, and having significant impact on students and faculty. The exceptional coaching of students can be evident and permeate throughout the school in which the educators work. This commitment and effectiveness as an educator, mentor, and leader may make one wonder if and how educators are motivated to do what they do.

This study is essential because current and potential faculty can learn from educators that perform at a high level or who have been in the profession for a significant period of time. People cannot earn a master's or doctorate degree overnight, and educators do not become high performing educators overnight. Extensive training is involved and most universities will require that applicants possess a doctorate degree in order to educate students; however, some colleges and universities permit those with master's degrees to teach. In addition, applicants must complete a rigorous assessment procedure by the university and should have recognizable proficiency in the disciplines they instruct.

For those who desire to teach at the higher education level, the following key skills and strengths are essential (McLeod, 2016):

- **Mastery in field:** Educating at the collegiate level says that one is an expert in their respective field.
- **Presentation skills:** Most of the teaching is in the classroom. Classes can be conversation groups or immense lecture halls. Therefore, it would be beneficial for one to become comfortable and confident speaking in front of sizeable groups while keeping learners challenged.
- **Critical-thinking:** Conduct research and share innovative thoughts within the university.
- **Handle pressure:** While higher education is a competitive career choice, a professor may have to educate on a part-time basis before moving forward into a full-time position, becoming a tenure track, and continuing to publish research.

People may ask why someone would go through all of these procedures. This question may be answered in this day and age in comprehending the motivation of human beings, which focuses on motivational factors such as physiological, safety, belongingness and love, esteem, and self-actualization (McLeod, 2016). These factors are usually shown in the form of a pyramid with physiological needs positioned at the lowest end of the pyramid representing the basic need and self-actualization at the top, representing the higher need. Therefore, the utmost rudimentary level of needs is

obligated to be met before an individual will desire or gear his or her motivation to the superior level of Maslow's hierarchy pyramid (Maslow, 1970).

Motivation denotes that the cause of behavior is described by the readiness and desire of an individual (Walker & Symons, 1997). Intrinsic motivation is actualized by one's own satisfaction, significance, or indulgence, while extrinsic motivation is ruled by strengthening incidents. Motivation is comprised of an assemblage of interconnected beliefs, insights, ideals, interests, and actions. Motivation is a behavior which is not a tangible item to touch or view. Motivation is an innate internal component that propels people to do what they do and signifies purpose for activities, wants, and yearnings (Maslow, 1970). Similarly, in the context of academia and higher education, educators possess this same hierarchy of needs. Research indicates that motivation has the capability of being influenced, while readings express pros and cons of results. The utilization of remuneration can inspire and even weaken motivation, contingent upon the style of remuneration including the circumstances in which they are presented. If novice, current, and potential educators desire to know what motivates faculty, one should research and understand a cognizant mental method with accounts of individuals who experienced it (Newell & Simon, 1972).

Herzberg (1959) suggested particular hygiene factors that trigger dissatisfaction amid employees on the job. Herzberg utilized the word *hygiene* (not speaking of personal hygiene) to explain factors that produce dissatisfaction on the job, are extrinsic, and are connected to things like job security, compensation, organizational

politics, working conditions, quality of leadership, and relationships between supervisors, subordinates, and peers.

To eradicate dissatisfaction in a work setting, these hygiene factors must be removed. One remedy is to pay equitable wages, ensure personnel job safety, and generate a helpful culture in the work environment. Herzberg measured the hygiene factors from top to bottom of significance: company procedure, supervision, workers' relationship with their supervisor or boss, work environment, salary, and rapport with colleagues. According to Herzberg (1959), two-factor theory, eradicating dissatisfaction is only part of the task. This theory is also referred to as Herzberg's motivation hygiene theory. The other portion would be to heighten satisfaction in the work setting by cultivating on motivating factors. Motivation elements are essential in motivating a worker in advanced performance. Herzberg categorized individuals' conduct, (e.g., if an educator performs a job-centered activity out of duty, then it's classified as movement. However, if the educator performs a job-centered activity out of desire, it's categorized as motivation (Herzberg, 1959). Herzberg's theory expressed that one's motivation derives from an innate yearning to develop psychologically and the need to elude discomfort or distastefulness. While in the work setting, psychological growth (progress that elevates the capacity for external achievement and inward gratification) can function as motivators for people to succeed. Such motivators are worth of the work, individual accomplishment, recognition, advancement, and continued responsibility.

These motivators allow people to feel intrinsically satisfied inside the work setting. Extrinsic inspirations, such as environment of the work setting, administration, social associations, management, procedure, and financial attributes can serve as de-motivators if taken negatively (Herzberg, 1967). Herzberg's theory highlighted that motivators and demotivators function individualistically. Motivation is not necessarily the product of eliminating de-motivators, neither is de-motivation a product of deficiencies of motivators (Katt & Condly, 2009). Research indicates that motivation can be affected by various matters and is ever shifting (Bess, 1997).

In the same vein of shifting matters, higher education organizations have experienced various trends going up and down. In higher education, teacher turnover rates are especially taxing on a system when viewed in financial, instructional, and organizational terms (Johnson & Kardos, 2008). These financial losses have implications on instructional and organizational costs related to students' learning as well.

Educator burnout, turnover, and absence of administrative maintenance are a few complications inside the education setting (Darling-Hammond, 2003; Ingersoll & Smith, 2003). As it relates to other occupations, the educator rate of turnover is roughly higher within the four percentile, and many individuals leave throughout the first five years of educating (Ingersoll, 2001; Quartz et al., 2008). Understanding the motivational influences that can affect educators is especially significant for leadership.

It is essential for the leadership of universities to be sensitive to the needs of their faculty. Universities that have more intrinsically motivated faculty have less turnover and

a heightened level of occupational satisfaction among employees. When individuals are intrinsically motivated, they typically execute their work because they sincerely enjoy it and obtain gratification from their responsibilities, which in turn largely equates to people being more engaged for a lengthier period. Research indicates that intrinsic motivation is interconnected to enhanced performance. People who are intrinsically motivated are likely to think more strategically, create added solutions, endure the process of strenuous time, and acquire more from their experiences (Deci & Ryan, 1985).

Although extrinsic motivation is understandably significant (as people do want to be paid), if an individual is merely performing a task for the money, burnout or lack of concern in the role could occur. Without this knowledge, prospective educators may be susceptible to educator burnout, lack of motivation in the educational setting, as well as searching for gratification in a career that may not be amicable. Research indicates that inside an educational organization, a host of extrinsic motivators are cause for educators to work. This could be merit pay, step promotion, tenure, and educator evaluations, which are types of a behaviorist approach in motivation of educators (Brock & Grady, 2000). Research does not appear to reveal if the stated extrinsic rewards are operative motivational strategies.

In the same manner, drive-reduction theory, constructed by Clark Hull in 1943, suggested that aberrations from homeostasis produce physiological needs. These necessities end in psychological drive situations that actuate behaviors to satisfy the need. When a physiological necessity is not quenched, an undesirable state of tension

is produced. When the necessity is quenched, the drive to fulfill that necessity is condensed and returns to homeostasis. Hence, drive can be understood as an instinctive necessity that has the influence to motivate behavior.

Statement of the Problem

Discovering what motivates faculty throughout each school term and academic year so that motivation does not fizzle out is meaningful. Without this knowledge, prospective educators may be susceptible to educator burnout, lack of motivation in the educational setting, as well as searching for gratification in a career that may not be amicable. This research examines the perspectives of educators who are actively teaching in a higher education setting. This study was intended to assist current higher education educators, novice educators, and aspiring higher education educators with peer issues, concerns, and how to potentially retain motivation, as well as identifying a path that will be successful and meaningful for them. In the same manner, leadership of universities can benefit from this research as their institutions are comprised of higher education faculty. If one can discover what motivates educators, the knowledge can be shared with prospective educators.

Purpose Statement

The purpose of this study was to determine:

- factors that motivate faculty to pursue a career in higher education;
- challenges faculty in higher education face in achieving their career goals;
- how faculty in higher education measure their success; and

- recommendations higher education faculty have for those who are aspiring to pursue teaching careers in higher education.

Research Questions

The following research questions (RQ) were addressed in this study.

- RQ 1: What challenges do faculty face in maintaining their excellence in the classroom?
- RQ 2: What strategies do faculty use to maintain their excellence in the classroom?
- RQ 3: How do faculty measure their level of excellence in the classroom?
- RQ 4: What recommendations do faculty have to newer faculty?

Significance of the Study

This study sought to identify factors that influence the motivation of higher education faculty and aspiring faculty with peer issues, concerns, and how to potentially retain motivation. This knowledge can be beneficial for prospective educators, wherein they can obtain knowledge to identify and account for the pros and cons of higher education. If one desires to be an educator, one should understand one's leadership role with students and be conscious of an array of motivational factors that propel educators to do their job among adversity, wherein the university, faculty, staff, and students excel. With this information, educators may make informed decisions about their career paths. If the aforementioned factors are not appealing to novice educators, this could potentially offer a strong indication as to whether being a higher education educator is the correct occupation. Notably, a large number of universities are utilizing

adjunct faculty as a means of trimming costs; the utilization of adjunct professors have grown considerably (Gappa & Leslie, 1993). This information may also factor into the decision-making as it relates to an individual's career path.

Gappa and Leslie (1993) explained four categorizations of faculty educators. These categorizes are classified and paraphrased as the occupation ender, the expert, the novice educator, and the free agent. The occupation enders are adjunct professors who are parting from their permanent jobs for job-sharing faculty employment. The experts are specialists who have concentrated education in particular fields and are in need at institutions of higher education. The novice educators are individuals that desire to eventually be full-time educators. The free agent will educate for many extrinsic motives, such as self-importance and professional contacts.

The adjunct educators of an institution have to meet specific guidelines (T. Cobb, personal communication, March, 2001). An adjunct professor may be able to teach undergraduate classes; however, the professor must have a master's degree along with a specific amount of graduate term hours in the discipline taught. As it relates to masters' degree classes, an individual should possess a cleared doctorate degree in the particular field, unless a master's degree is the position degree for that specialty.

Furthermore, understanding the hierarchy of needs is essential, as this research has a foundational starting point to motivation. When educators go through various occasions or segments of their teaching occupations, their motivations to educate can modify. Some of these occasions or segments may involve attaining a step promotion,

a new job, publication in journals, being the recipient of grants, chairing committees, and sabbatical leave, to name a few (Blackburn, 1997).

In addition to career segments, individuals can go through other events in life that may very well have an effect on one's motivation. This can include personal family challenges, unexpected change within a university, and contractual issues. The precise consequence of career segments or occasions in one's life as it relates to motivation to educate is not identified.

Identifying the motivational stimuli of higher education faculty is significant, as it will allow prospective educators to see things through a different lens within the higher educational setting. Knowledge attained from this study offers views of higher education faculty wherein prospective educators may then use critical thinking and decision-making skills to move them in the proper direction as it relates to a career decision. Results of this study will benefit current faculty, novice, prospective educators, recruiters, and employers in higher education. This knowledge will assist in identifying whether an educator is a good fit for an organization as well as the educator knowing the deep various facets and direction of higher education motivation.

Understanding the motivation of faculty is essential, as entrée can be given to leadership of universities in understanding educators that are on their faculty. Universities can then design a community of higher education faculty that may draw positive attention to their institution and increase enrollment while giving rise to faculty motivation and job satisfaction.

This research is an expressive study that examines the motivational factors of higher education faculty at a university in Southern California. While grasping an unblemished comprehension of these motivating factors, higher education faculty leadership and administration can encourage faculty motivation. When the faculty are motivated, institutions can be more efficient, which can also have an effect with student interface. This research is significant as the growth and endurance of the universities rely on a fruitful faculty and student interface. If faculty, staff, leadership, and students have poor interaction, the motivation can diminish.

While multiple theories are discussed in this research, it is essential to point out that no one theory can sum up the research into the best practices of higher education educator motivation. Therefore, it is imperative to observe, interview, and survey educators in an endeavor to work with theories and individuals in a cohesive fashion. This may populate a larger discussion and revelation into the motivational factors encompassed with higher education educator motivation.

Limitations and Assumptions

This research is limited to faculty of a university in Southern California with added data collection being limited to literature review, examination instrument, and interviews of faculty members. This study is that of individual personal motivation, although participants' motivations may be propelled by a wide-ranging assortment of external factors that are not necessarily correlated to their higher education milieu.

- Assumption 1. Faculty members were truthful while participating in the survey instrument.

- Assumption 2. Faculty members did not alter their conduct significantly while being observed in the higher educational setting.
- Assumption 3. Faculty members were candid during the interview.

An additional limitation is that a faculty member's motivation can be propelled by a wide range of external factors that are not interconnected to their higher educational setting. These factors may have influenced their perceptions when answering the survey.

Definition of Terms

The purpose of definition of terms is to offer more clarity on how select terms are used in research. These definitions should be used in the context of this research, as precise definitions may alter depending on the area of expertise that is being discussed.

- adjunct faculty: part-time workers on a faculty within a university. These individuals do not work full-time and may be employed on an as needed basis. Adjunct faculty members are limited, as they do not have the benefit of health insurance from the university.
- drive theory: describes, examines, or categorizes the psychological drives. Drive is an instinctive necessity that has the control of driving an individual's behavior.
- esteem: One's yearning to be accepted and appreciated by others. Respect and approval, generally for a person (Maslow, 1954).
- equity theory: concentrates on defining whether the allocation of means is unbiased to individuals. Equity is calculated by associating the share of inputs (or expenses) and remunerations (or returns) for individuals.

- extrinsic motivation: Motivation that arises from the external of an individual. This motivation offers gratification from just doing the task itself. Typically used to reach outcomes that one wouldn't attain from intrinsic motivation (Maslow, 1954).
- Herzberg's motivation-hygiene theory: particular hygiene factors that trigger dissatisfaction amid employees on the job. To eradicate dissatisfaction in a work setting, the hygiene factors must be removed (Herzberg, 1959).
- higher education faculty: educators who are faculty members at a college or university, its departments or divisions, viewed as a body.
- homeostasis: the propensity of the body to pursue and sustain a condition of equilibrium or inside its internal system, even when confronted with external fluctuations ("Homeostasis," 2016).
- intrinsic motivation: Motivation that arises internally as opposed to external rewards, such as money. It's an individual's inner yearning to pursue new obstacles, to evaluate one's competence to perceive and obtain knowledge. It is propelled by an attentiveness or gratification in the job itself and resides within an individual as opposed to relying on outward forces or yearning for reward. Intrinsic motivation is an organic motivational affinity and a crucial factor in cognitive, social, and physical development (Maslow, 1954).
- love and belonging: An individual's desire to feel a consciousness of being accepted and belonging amid their societal assemblies. Oftentimes

- individuals can become predisposed to lonesomeness, social anxiety, and depression, in the absenteeism of this belonging component (Maslow, 1954).
- Maslow's Hierarchy: encompasses eight needs of individuals, which start with physiological needs such as sustenance and concludes with a high psychological needs level. Before a need can be satisfied, the need beneath it on the pyramid must first be accomplished (Maslow, 1954).
 - motivation: the action or method of offering an individual a cause of doing something, it is the surroundings and development that actuate, direct, and maintain behavior (Walker & Symons, 1997).
 - physiological needs: physical desires for an individual that needs to be met such as food and water. When these necessities are not accomplished, the person's body will not act correctly and will eventually collapse. These needs are considered most essential and should be encountered as primary (Maslow, 1954).
 - safety needs: the necessity for safeguard and protection. When physiological needs such as food and water are achieved, the element of one's safety needs control one's behavior (Maslow, 1954).
 - self-actualization: a part of Maslow's hierarchy. It's a psychological state wherein an individual desires to study and develop, appreciating the uncertainties of life (Maslow, 1954).

Chapter Summary

In summary, there could be different motivating factors for people to do a particular thing. As it relates to higher education, it is important to note that before higher education faculty can be motivated to do what they do in higher education, per Maslow's hierarchy of needs, research suggest that basic fundamentals such as physiological, safety, belongingness and love, esteem and self-actualization would factor into the equation. This study explores the motivational influences of higher education faculty. The impact of intrinsic and extrinsic motivation are key factors in understanding the fundamental foundational platform of higher education faculty as the study suggest that these motivators can shape an individual's overall motivation.

Understanding the hierarchy of needs is essential, as this research has a foundational starting point as it relates to motivation. With respect to an individual's career motivation, career stages may affect higher education faculty motivation. When educators go through various occasions or segments of their teaching occupation, their motivation to educate can modify. Some of these occasions or segments may involve attaining a step promotion, new job, publication of journals, being the recipient of grants, chairing committees, and sabbatical leave to name a few (Blackburn, 1997).

As individuals go through other events in life, these events may have impact on one's motivation. This can potentially include personal family challenges, unexpected change within a university, contractual issues d many other facets. The precise consequence of career segments or occasions in one's life as it relates to motivation to educate is not identified.

As previously stated, multiple theories are discussed in this research, it is essential to point out that no one theory can sum up the research into to the best practices of higher education educator motivation. Therefore, this research functions cohesively with research theories and personal examination, survey and interviews of higher education faculty.

Chapter 2: Literature Review

The purpose of this chapter is to offer a literature review that delineates motivation for the purposes of this study, succinctly describe archaic motivational theory, examine motivation theory, and consider methodologies to maintain faculty motivation. This literature review shares views of motivation, early motivational theories, and motivational theories as it pertains to educators.

First, there are a variety of ways to define motivation. One description is that motivation is the psychological piece that stimulates an individual to action to an anticipated goal and produces controls and maintains particular goal-directed behavior. Bedeian (1993) understood motivation as an internal drive to satisfy an unsatisfied need and the will to accomplish. Summarizing, Broussard and Garrison (2004) largely defined motivation as a characteristic that prompts people to perform or not perform. According to Robbins et al. (2005), motivation can be described as the readiness to apply elevated levels of inventiveness to obtain goals. This description undoubtedly highlights that motivation is the readiness of individuals to execute exceptional work competently. This readiness arrives when a person senses that his or her determination will lead to gratification.

Not too long ago, the notion of motivation was cogitated as outmoded by numerous psychologists such as Walker & Symons (1997), as it was a phrase considered too typical in meaning. Nonetheless, researchers have constructive motivation theories that focus and offer particular models that explain individual's behavior.

Maslow and Herzberg are extensively referenced in literature (Gawel, 1997). Maslow's works are conceivably the uttermost repeated references when an individual conducts research on motivation. Huitt (1998) shared that Maslow printed a conceptualization of his theory decades ago. Today it's developed into a prevalent, frequently referenced and cited theory of human motivation. Maslow's extensive work is essential in that he compiled widespread work on motivation and amalgamated a convincing theory comprised of needs that motivate people and move them to action. Today this is known as Maslow's hierarchy of needs.

Maslow's motivation model shares that an individual has needs to be satisfied; nevertheless, individuals are unable to satisfy a specified need until the subordinate and basic needs on Maslow's hierarchy of needs chart are met and satisfied. The hierarchy of needs listed in order from low to high are as follows:

1. Physiological needs: such as sleep, food, air, and reproduction.
 2. Safety needs: involving security and protection.
 3. Belonging needs: to be an accepted member of a group.
 4. Esteem needs: the need for respect, self-esteem, and self-confidence.
 5. Self-actualization: This is typically when an individual has eclipsed their full potential in the capacity of what they're involved in.
- Self-actualized individuals are psychologically healthful, instinctive, autonomous, innovative, and caring (Maslow, 1970).

The following diagram of Maslow's hierarchy of needs gives the reader a first-hand view of the hierarchical structure as it relates to the subject at hand in this literature review regarding motivation (see Figure 1).

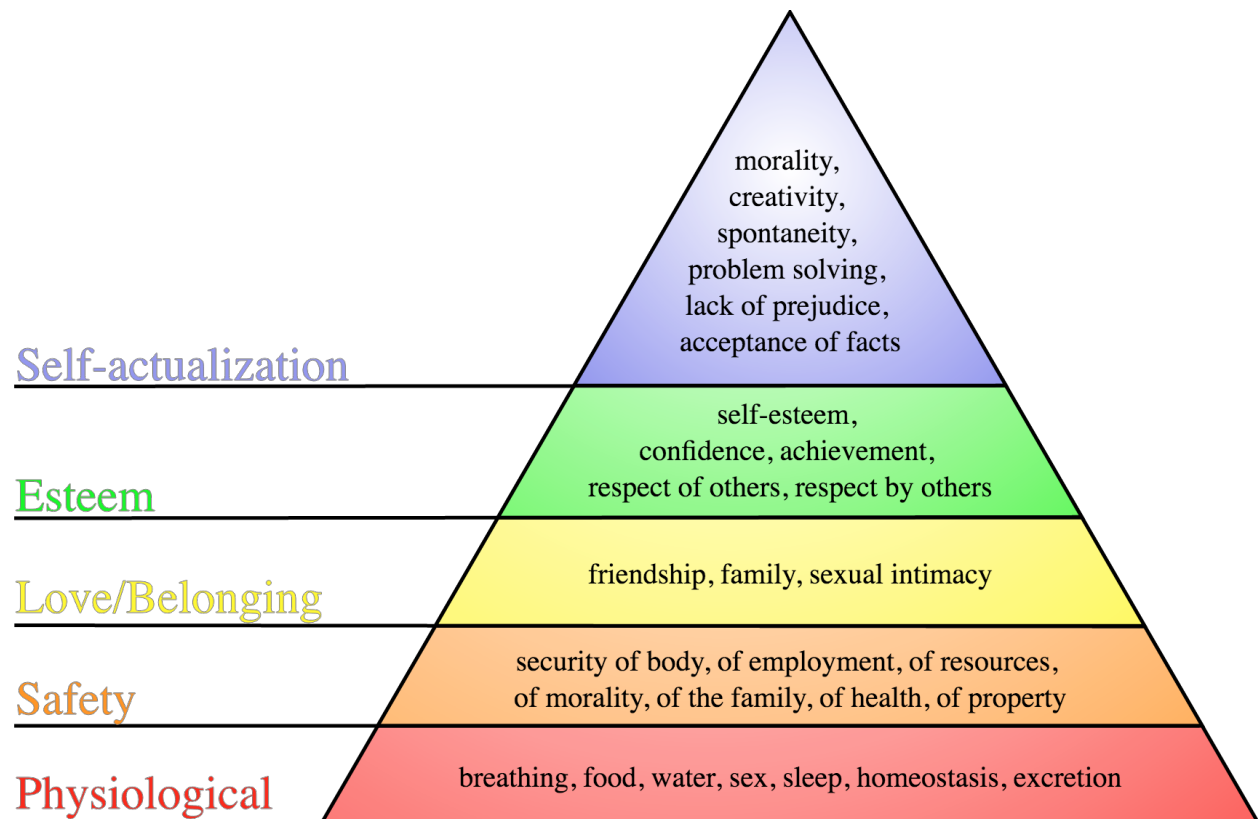


Figure 1. Maslow's hierarchy of needs. Reprinted from *Wikimedia Commons*, the free media repository, October 27, 2006, by J. Finkelstein. Retrieved from <https://goo.gl/images/fSTRLF>

Maslow's humanistic model is extensively recognized and utilized to explain behavior in literature of education and psychology. This model is rather simple as many individuals may have involvement in hierarchical needs at any point.

Herzberg

Frederic Herzberg (1959) created a model of worker motivation predicated upon research. The model entailed two groups of work factors. The first group incorporates hygiene factors. If these factors are not present, individuals can become dissatisfied; however, if these factors are present, they do not motivate individuals. Hygiene factors may be external conditions such as suitable classroom accommodations, satisfactory office space, and appropriate administrative support. If hygiene factors are contemporaneous, an individual can focus on educating and accomplishing genuine intrinsic satisfaction. Another area of the Herzberg model entails motivating factors that essentially allow an individual to move into the space of satisfaction and motivation as it relates to work. Herzberg motivators include accomplishment, acknowledgment, actualized work efforts, and responsible progressive growth (see Figure 2).



Figure 2. Herzberg Model. Reprinted from *The Engage Wiki*. Retrieved from <https://goo.gl/images/WHtp7w>

Herzberg's work is essential, as he constructed a job model of motivation, which was founded upon extrinsic work conditions (with respect to hygiene factors) paired with intrinsic rewards (with respect to true motivators). It is important to note that the intrinsic rewards align to the upper level needs on Maslow's Hierarchy of Needs.

The following diagram shows a comparison between Maslow's and Herzberg's theories (see Figure 3):

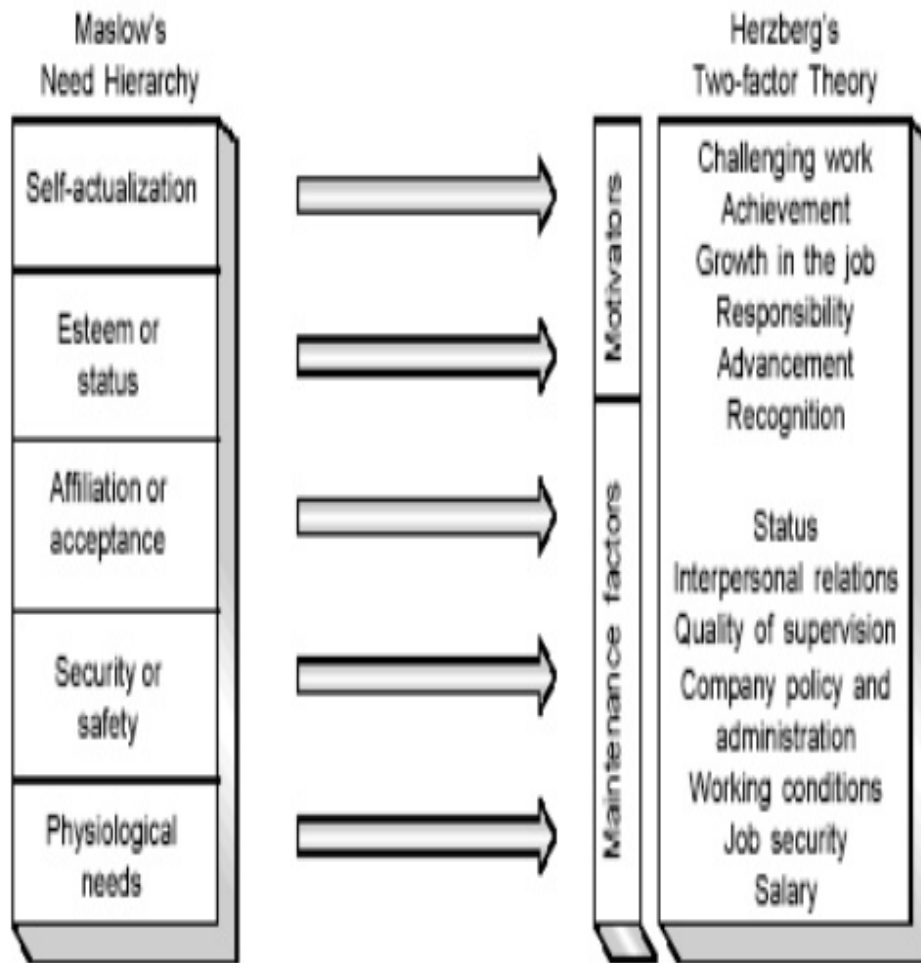


Figure 3. Maslow and Herzberg comparison

Nohria, Groysberg, and Eling-Lee (2008) divulged that motivation is calculated by multidisciplinary items such as commitment, being satisfied, engagement, and the

intention to give up. Rainey (2001) stated that work motivation points to the level of exhilaration, course, and tenacity of determination in a work environment in which an individual attempts to work well and firm. Filak and Sheldon (2003) suggested that motivation is imperative to the lasting achievements and functioning of an institution. Likewise, Porter and Steers (1973) emphasized that an educator's motivation is essential for many distinctive causes.

There is a question of rewards elevating an individual's "educator" motivation. People are on opposite sides in determining if supervisors or leaders downplay the dominance of intrinsic motivation in relation to extrinsic remunerations in motivating individuals (Heath, 1999) or if inconsistency exists amid educator's statements as opposed to actual conduct. Extrinsic rewards are not as important; rather the inclinations divulged by their conduct insinuate something else (Rynes, Gerhart, & Minette, 2004). Researchers focus on more than just instrumental qualities of rewards, but to individuals' figurative qualities. Mickel and Barron (2008) suggested that rewards tend to elevate motivation when allocated by leadership in high-ranking positions.

Deci, Koestner, and Ryan (1999) shared that intrinsic motivational elements empowers and maintains behaviors via the extemporaneous gratifications essential in successful acts of one's own will. Researchers frequently compare intrinsic motivation alongside extrinsic motivation, which is motivation ruled by reinforcement possibilities. Conventionally, educators deem intrinsic motivation more attractive and produce more learning aftereffects than extrinsic motivation (Deci et al., 1999).

An assemblage of viewpoints, perspectives, standards, benefits, and activities that align with each other are in motivation. Consequently, numerous methodologies relating to motivation concentrate on intellectual behaviors. Gottfried (1990) shared educational motivation, stating satisfaction of educational knowledge categorized by a mastery alignment, inquisitiveness, determination, and the education of problematic tasks. However, Turner (1995) suggested motivation as tantamount amid cerebral involvement. Turner defined this as the utilization of high-level learning strategies, such as attentiveness, connectedness, organization, and monitoring.

Modern Theory of Motivation in Higher Education

A synopsis of modern motivation theories that are applicable to higher education can be apportioned into three classifications (Walker & Symons, 1997). The first classification is that external influence theories comprised of reward and learning, job design, and goal setting theories. Secondly, they are inner influence theories comprised of expectancy theory and self-efficacy theory. Thirdly, is a combination of external and internal influence theories comprised of optimal experience, social motivation and self-determination theories.

External influence theories. The theory of learning and reward system is an unpretentious behaviorist theory based around Skinner and Pavlov (Walker & Symons, 1997). Applicable to educational teaching, this theory suggest that educators teach merely to avoid penalty and increase in reward. For instance, an educator teaches to earn pay, the intrinsic motivational factors are believed to be completely

inclined by external intentions. Job design theory shares that a well-crafted job will produce an optimistic influence on the employee (Walker & Symons, 1997).

Walker and Symons (1997) expressed Oldham's and Hackman's (2010) thoughts, by describing the goal setting theory of Locke and Latham (2002). With respect to the goal setting theory applicable to educators, higher education faculty are motivated when there are difficult goals to achieve. These difficult goals may even be arranged by the educator themselves. Satisfaction can only be reached when the educator accomplishes the goals and obtains feedback on the accomplishment.

The theory of goal setting is connected to cognitive social theory, as it shares aspects, bases and outcomes of self-efficacy (Locke & Latham, 2002). Irrespective of unintentional motivation, the theory of goal setting concentrates on cognizant motivation of individuals and the effectiveness on performance and work gratification (Locke & Latham, 2002).

Goal devices can affect an individual's performance by guiding attentiveness to goal related actions and retracting attentiveness from unrelated activities with the utilization of determination, tenacity, and approaches (Locke & Latham, 2002). The functioning objective is greater as people are devoted to their ambitions; individuals have relied on goal significance, self-efficacy, response, and job intricacy towards performance (Locke & Latham, 2002). Literature suggests that individuals must measure their rewards or enactment aligned to gratification as opposed to displeasure (Locke & Latham, 2002), which spearheads an individual into the succeeding phase of

their motivation to commit devote themselves to innovative tasks and objectives (Locke & Latham, 2002).

Educating is likened to what a performer does on stage or camera. Educators can experience many of the same apprehensions and timidities that performers and entertainers are subject to when presenting large groups or settings. Prior to class, educators are unaware of what the response will be from other faculty, students or administrators. If an educator is not self-confident of their performance, then they can easily experience anxiety (Walker & Symons, 1997).

Internal Influence Theories. Walker and Symons (1997) continued to explain the theory of expectancy, in which an individual executes a particular cerebral computation afore proceeding. For instance, individuals that desire to educate will initially contemplate if one would be efficacious coupled with product of rewards. Additionally, the theory of internal influence is self-efficacy theory (Walker & Symons, 1997). Self-efficacy offers the sense of feeling effective and competent. For instance, a higher education faculty person could feel intrinsic satisfaction when achieving the fear of communicating in a large meeting or accomplishing a sense of mastery in a particular area.

According to Walker and Symons (1997), the explanation of motivational theories as such:

1. An individual is aware of what needs to be done.

2. An individual is exactly aware of their performance level. This view touches on the recent cognitive motivation theories that explain the significance of feedback so an individual can actually get a feel of their progression.
3. An individual unfettered from the restrictions of social self. This view connects with social motivation theories that explain how social anxieties can inhibit motivation.
4. An individual may experience a euphoric sense of self transcendence. Self-transcendence is at the peak of Maslow's hierarchy of needs. A considerable amount of literature shares that numerous motivational theories, an awareness of belonging or connectedness is necessary for elite motivation.

Internal and External Influences Theories. Walker and Symons (1997) describe intricate motivational theories in their literature. These theories are germane to higher education teaching, cohesively with internal and external influences. These theories are self-determination theory, optimal experience theory, and diverse social theories of motivation.

Deci and Ryan (1985) suggested that individuals require three basic necessities. These necessities are relatedness, competence, and self-determination. Self-determination is indispensable for educators as they do difficult and visionary work. Deci and Ryan's theory envisaged that educators will most likely be motivated when they can select their courses and obtain feedback in regards to their instruction that is enlightening and positive as opposed of domineering.

Walker and Symons (1997) explained Csikszentmihalyi's (1990) psychology optimal experience theory as a sort of exhilaration. When individuals are confronted with obstacles, they are gracefully addressed by one's competence. The theory of optimal experience envisages that an educator's intrinsic motivation peaks when there is positive cohesion with an educator's work environment and skill set.

Continuing with Csikszentmihalyi, when educators are teaching and feeling satisfaction, research shares that the individual is having flow experience (Csikszentmihalyi, 1997). This may also be called zone. Csikszentmihalyi explained flow as being branded by a profound, extemporaneous envelopment with the current mission or duty. When an educator is in flow, he or she is keenly involved and focused on the task and essentially feels so submerged in the endeavor that the difference amid *I* and *it* becomes immaterial. One's attentiveness is dedicated on the task at hand, which leaves little to no room for one to become disengaged.

Furthermore, Csikszentmihalyi shared that in a state of flow, an individual is aware of what is going on at each stage of movement and knows the level at which they are performing (Csikszentmihalyi, 1997). When an individual is in flow, she or he is typically indifferent toward the effects of one's performance. The consciousness of time is not a factor. However, as a significant time has passed, one may feel that an enormous amount of time has lapsed.

Baumeister (1990) suggested that when an individual is confronted with elongated anxiety, cerebral deconstruction comes into play; this is where an educator goes into oneself and converts to being closed-minded and attentive to meaningless

aspects. However, if educators are confident of their performance and others are not, then the educators may feel annoyed or angered. If an educator is confident, they will try to sustain their confidence by denying the group at hand. These theories suggest that over the span of an educator's career, it is possible to have trepidation of students in the initial stage of an educator's career and deride them in the latter portion of their career. Novice educators can have an absence of self-confidence in their capability to educate; however, as time goes on they can become more familiar with their role and move into a level of mastery in their discipline (Walker & Symons, 1997).

Ultimately, one's goals are associated with their aim for interaction with assignments. Objectives can be partitioned into goals of mastery (paralleled with intrinsic values) and performance goals (paralleled with extrinsic motivation) (Broussard & Garrison, 2004). Goals of mastery concentrate on knowledge, while performance goals highlight higher levels of achievement. Mastery goals are connected with larger perception of capability, organizing, task, analysis, and the conviction that determination strengthens an individual's ability. Yet, performance goals are correlated with decisions about accomplishing, rankings, or exterior rewards. Mastery goals are related with the greatest empirical verification to this day (Eccles & Wigfield, 2002).

Approaches

Stipek (1996) shared initial methods in research of motivation being established in the readings on extrinsic reinforcement. In these readings, behaviors, as well as accomplishment, was thought to be ruled by contingencies of

reinforcement. Advocates of this method incorporated B. F. Skinner, acknowledged various sorts of reinforcers. Positive reinforcers and remunerations enhance the likelihood with a set behavior, while undesirable reinforcers are results that enhance the likelihood with a set behavior, via eradicating or diminishing undesirable external stimuli.

However, retribution denotes unfavorable results that reduce the likelihood of a set behavior. Under this structure, an educator's task is clear: with utilizing suitable grades and compliments, presents an anticipated conduct and poor results or loss of freedoms as retribution. Furthermore, this method is restricted to the degree that remunerations and retributions are not equivalently operative for all students, and anticipated actions are challenging to reinforce. Likewise, the paybacks of extrinsic rewards dwindle (Stipek, 1996).

In addition, Stipek (1996) continued by sharing the restraints of extrinsic reinforcement guiding the establishment of innovative methods to motivate individuals, with the modification of cognitive behavior. This method acknowledges outcomes of remuneration contingencies and arbitrated via cerebral variances, like oral capability. Hence, the objective of CBM offers transforming apparent behavior by influencing cerebral developments. With this method, individuals yield additional accountability for individual's knowledge via watching their actions, setting objectives, positioning metacognitive schemes, and managing individual remuneration. Offering individuals such governance above their personal learning, which is thought to end in

preservation of learned conduct over time, and additional freedom in the application of such behaviors Stipek (1996).

With varying perspectives on motivation, literature evolves on motivation developing in the latter part of 1960 and 1970. These writing are branded with the thought of behavior being moved via cognition as opposed to effects of an individual's actions (Stipek, 1996). Broussard and Garrison (2004) shares that modern motivational research inclines in being systematized across the following questions:

- Can I accomplish this duty?
- Do I desire this duty and why?
- What can one do to be successful in this undertaking?

Can I accomplish this duty? Broussard and Garrison (2004) shared that individual's that are in pursuit of asking the first question created an array of new theories concerning self-worth, and self-efficacy, and attributions. Bandura (1982) defined apparent self-efficacy as conclusions of an individual's ability to implement progressions of action necessary to handle potential issues. Eccles and Wigfield (2002) expressed self-efficacy as one's self-confidence in the capability to systematize and implement a given set of actions to resolve problematic issues or achieve a task.

According to Bandura's (1982) theory, self-efficacy is the main element of determination, perseverance, and target setting. Empirical research suggests that individuals with high levels of self-efficacy incline to being additionally motivated and

efficacious to a job duty (Pintrich & DeGroot, 1990). In addition, self-efficacy has previously been linked with the utilization of cognitive approaches, and self-efficacy insights that envisage accomplishments beyond real capability levels (Pintrich & DeGroot, 1990).

According to the locus of control theory, one should be motivated to the point where they have jurisdiction of their own achievements and disappointments (Eccles & Wigfield, 2002). The following diagram gives a view of locus control as it relates to internal and external motivating factors (see Figure 4).

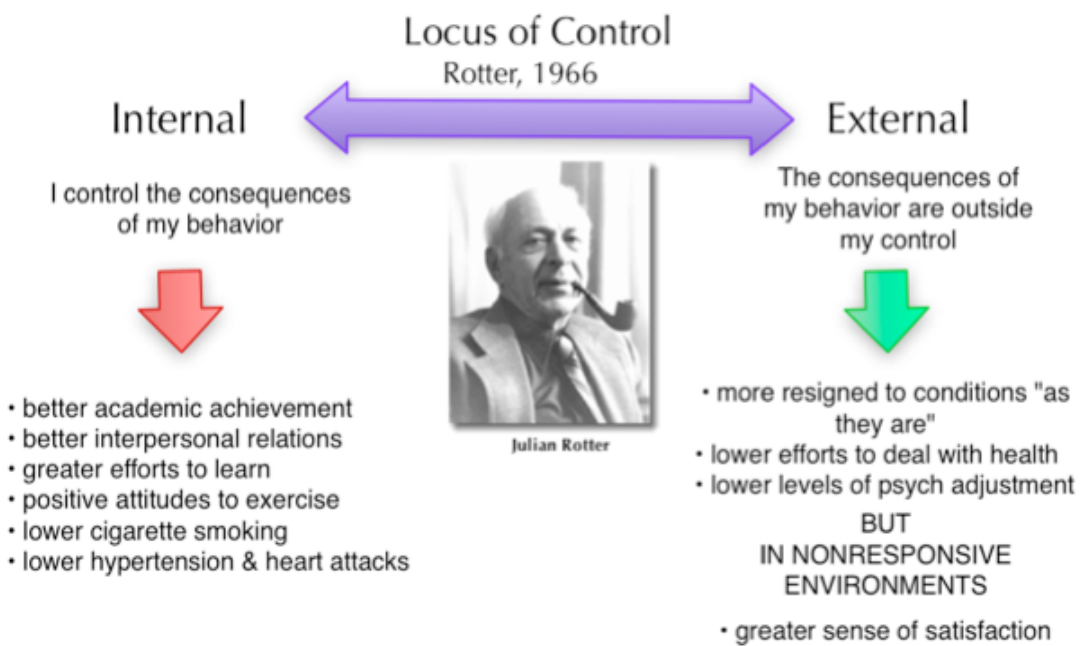


Figure 4. Locus of Control

In one area of control theory, independence is one three fundamental psychological necessities, along with relatedness and competence. With this structure, individual dissimilarities in which these fundamental needs are satisfied parallel to variation in levels of motivation (Connell & Wellborn, 1991, as cited in Eccles & Wigfield,

2002). Closely related to the concept of attributions is locus of control. Attributions denote to one's opinions regarding reasons of achievement or failure as it relates to performance. There are numerous types of attributions, such as capability, determination, duty, and fate. According to theory of attribution, the kinds of attribution a person grasps regulates an individual's motivation level and speaks to whether the reason is perceived as something that is transformational and if one has governance over it (Weiner, 1985).

Research shares that individuals grasping onto exertion provenances incline to demonstrate additional positive learning actions, like setting of goals that concentrates on education as opposed to conduct (Miller & Meece, 1997), utilization of approaches, and diligence at arduous duties (Stipek, 1996). Nonetheless, educators should set positive conduct in expressions of capability as opposed to effort, as triumph speaks positive intelligence with proficiency to individuals (Schunk, 1983).

Ultimately, the theory of self-worthiness is slightly connected to the duality of self-efficacy and locus of control. With this philosophy, individuals must trust they're knowledgeable in educational areas in order to feel a sense of self-worth (Eccles & Wigfield, 2002). This reading shares of individuals attempting to optimize their self-worthiness and guard their consciousness of knowledge by crafting causative provenances which increase their awareness of aptitude and power. For instance, empirical exploration shares of typical provenances amid some people having the capacity and determination, and the most favored provenance for performance failure as an absence of exertion. With this approach, individuals can participate in adverse

learning behaviors such as stalling, offering excuses, evading difficult tasks, in an effort to circumvent adverse ability provenances in duties they're not self-assured to handle (Eccles & Wigfield, 2002).

Do I desire this duty and why? Additional research attempts to answer the question, if one desires to do a particular task and why. Broussard and Garrison (2004) incorporated the following theories: intrinsic, expectancy-value, motivation, and self-determination. An area of this reading gives attention to beliefs people embrace for joining into numerous activity types (Eccles & Wigfield, 2002). Principles are encouragements or intentions for the engagement of activities. The worth of a afforded assignment or action has multiple factors: achievement value, which relates to the individual performing in a positive way on a assignment; intrinsic value, which relates to one-sided interest or satisfaction of executing a particular duty; utility value, as to the completion of a particular task to facilitate present or forthcoming goals; and cost, which relates to the adverse facets of engaging in a particular task, like nervousness or trepidation of failure (Eccles & Wigfield, 2002; Stipek, 1996).

Intrinsic motivation is similarly connected with intrinsic value. Intrinsic motivation denotes a kind of motivation that is vivacious and typically compared with extrinsic motivation that's influenced by likelihoods of reinforcement (Guay et al., 2010). Normally, influence of extrinsic motivation is affected via facilitation of remunerations, which is tangible (e.g., cash, scores, freedoms, etc.) or things one cannot touch (e.g., praise). Nevertheless, extrinsic motivation can be experienced in

other areas such as determination theory, which characterizes various types of governing devices that can actualize reinforcements.

External regulations relate to a lower segment of self-determination, in that performance is motivated via an aspiration for remuneration or retribution evasion. Introjected regulation takes place as inner forces fuel performances. This notion relates to responsibility or self-reproach. With identified regulations, one can distinguish and discover significant motives for actualizing an activity. With integrated regulation, the controller is reliable among one's additional beliefs and necessities and turn out to be portion of an individual's self-identity. This regulation is neighboring to intrinsic motivation (Guay et al., 2010). Additional research's shares that educators desire intrinsic motivation over extrinsic motivation, in which the education effects of intrinsic motivation are viewed at a higher standard as ones acquired with extrinsic motivation (Ryan, Connell, & Plant, 1990).

Correlated to principles are interests, in that it denotes a collaborative relation amid particular parts of one's setting (Hidi & Harackiewicz, 2000). Interests are particularly precise to substance and may be considered the duality of cognitive and affective factors, wherein interest joins with accomplishment and performance (Hidi & Harackiewicz, 2000). Research on interests differentiates individual and situational interest. Individual interest is a path to perseverance at a duty through extended phases of a period, attentiveness, capability to concentrate, and enlarged education and pleasure. However situational interest is additionally instantaneous, moving, and temporary, contingent with the assignment setting (Hidi & Harackiewicz, 2000).

What can one do to be successful in this undertaking? Modern motivation exploration has fixated on the inquiry of what one has to do to succeed in a task. Broussard and Garrison (2004) debated that this exploration resulted in growth of self-regulation and other theories, which endeavors to join motivation with cognition. For instance, self-regulated individuals have typically utilized an array of approaches, larger self-efficacy, and establish objectives for their individual needs. Additionally, individuals that are self-regulated observe their personal deed, assess their actions, and proficiency retorts to assess conclusions. The theory of self-regulation takes the position that a person can strengthen his or her individual motivation by involving oneself in numerous self-regulatory approaches, like establishing proper and attainable goals, employing education approaches, observing and assessing advancement concerning targets (Schunk & Zimmerman, 2007).

Likewise, Linnenbrink and Pintrich (2002) proposed a type of affiliation amid cognition and motivation that includes individual's preceding accomplishments, social characteristics of the educational setting, motivational factors such as expectations and beliefs, and cognitive variables. This model reveals motivation and cognition as marking educational involvement and accomplishment. Corno (1993) suggested the volition theory, expressing volition as power of determination, similar to assiduousness, regulation, self-guidance, ingenuity, and fortitude. Corno (1993) contended that the results of motivation on behavior are arbitrated by volition. In laymen's terms, that means motivation can drive to a conclusion to act, while volition

is what regulates whether those choices are executed. Although motivation aids to in the decision of goals, volition aids managing and executing of goals Corno (1993).

Lyons, Kysilka, and Pawlas (1999) highlighted essential aspects as it relates to the motivation of educators summarized as follows:

- Developing specialized associations aligned with individual qualifications, including interaction with learners and other specialists;
- Fulfillment from performing and being esteemed;
- Contributing added specialized expertise and sharing specialized information with individuals;
- Ingratiating yourself with individuals and forming sustaining relations;
- Producing added revenue;
- Copying an esteemed mentor or educator; and
- Gratification from investigating other goals.

In the same manner, Lyons et al. (1999) shared that educators obtain much of their educating pleasure from the intrinsic aspect. Notably, Lyons et al. (1999) highlighted the educators overemphasize the extrinsic gratification resulting from teaching.

Walker and Symons (1997) develop significant ideas sharing that human motivation peaks when individuals are proficient and have ample autonomy, set meaningful targets, receive criticism, and are confirmed by other people. Walker and Symons (1997) determine their view of educator's motivation by indicating that there is no sole theory that can individually describe educator motivation, as higher

education teaching is very multifaceted and compels numerous theories to get a full understanding. By conjoining numerous theories an individual can create a comprehensive model for examining the motivation of higher education faculty.

Faculty Motivation

It is important to note in this literature review that best practices in higher education faculty motivation is not just one sided. Menges (1997) shared the idea that faculty motivation should be a part of best practices in higher education faculty motivation. Menges (1997) stated that numerous faculty growth trainings are faulty. These trainings are invented to enhance faculty motivation in teaching, however many of these trainings are not successful, as the trainings are not developed at an excellent level.

Menges (1997) delineated essential procedures for crafting faculty training sessions and seminars that heighten faculty motivation as follows:

- Faculty training sessions should cohesive input from faculty, high-ranking administration and supervisors when crafting faculty training sessions and seminars. The aim of the training should be to surge faculty motivation to educate.
- The importance of educating must be a steady precedence. The primary goal should be continued in writings and verbal communications.
- The trainings should be fashioned by the faculty. Faculty motivation trainings are more effective when the faculty's angle speaks to their, values, sensitivities, and targets.

- The faculty training sessions should empower the faculty to set targets, gauge their development, and obtain affirming feedback when the targets are attained. A continuing method offers a heightened level of inspirational motivation as opposed to standalone awarding events.

Forming an invigorated work environment is an essential part of an educator's motivation (Nelson, 1999). Nelson's invigorated work environment model is professionally oriented; however, it encompasses an everyday purpose as it relates to higher education. It is significant because the usual positive remunerations such as gratuities, wage increase, and tenure have been the normal process, that it offers a small portion of motivation. Also, exploration has revealed that negative remunerations such as anxiety and pressure have a small positive, enduring effect on motivation. In order to for educators to be motivated work environment should be invigorated (Nelson, 1999).

Nelson (1999) explained approaches to create an invigorated work environment. The initial approach is to have communiqué as a primacy. Since higher education is becoming well diverse in continuously altering environments, communiqué is significant for the educators. For instance, if higher education faculty members aren't aware of important issues, it is plausible that faculty can become disheartened. A benefit to communiqué as a primacy is that other faculty has awareness of objectives, achievements, and obstacles that each member is involved in. This approach encourages collaboration and congruence with colleagues.

Another approach of Nelson's (1999) was to cultivate a consciousness of ownership. Nelson shared that educators should receive respect as shareholders, administrators, and high-ranking leaders do. For instance, if an institution endeavors to modify or alter its guidelines, procedures and direction, then it is important that faculty members are conferred with and their voices are heard and considered by leaders making those decisions. In the same manner, it is essential for collaboration with leaders in faculty meetings, especially between the faculty and university dean.

Typically, faculty meetings are one-sided as the university dean may deliver a particular course of actions, while the faculty sit back and listen. Nelson shares these approaches that may be utilized to cultivate educators' consciousness of ownership. This is inclusive of allowing educators to grow their individual philosophies that may also assist the institution, warranting that educators comprehend how their exploration and teaching aids to the sustainability of an institution, aligning with the objectives, values, mission, and targets (Nelson, 1999).

Targets are significant contextual stimulus on motivation, but the structure of an educator's job also has a considerable bearing on individual motivation (Fried, Levi, & Laurence, 2008; Grant & Parker, 2009; Morgeson & Humphrey, 2008; Oldham & Hackman, 2010; Parker & Ohly, 2008). Exploration on occupation framework has been attentive on the standard of occupation enhancement, as it indicates to modifying the underpinnings of educator's charges to grow their motivational prospective (Herzberg, 1959). This leading method for occupation enhancement was established with the Characteristics Job Model (Hackman & Oldham, 1976, 1980),

that suggests gratification, inspiration, value of performing, retraction behaviors, and non- appearance, are factors of a few serious psychological statuses: qualified importance, accountability for consequences, and awareness of results. The thought of qualified importance is deemed established by three main occupation characteristics: talent diversity (being contested to utilize an array of an individual's competences), assignment uniqueness (finishing a whole, classifiable segment of work from beginning to end), and assignment importance (having an effect on other individuals internally or externally).

Blackburn (1997) considered how career stages may affect the motivation of faculty. It is reasonable to anticipate that a higher education faculty member experience different stages or cycles throughout their teaching profession. With these stages or cycles of a faculty member, the motivation to educate may very well adjust. Many of these stages incorporate acquiring an elevation in position, publication of material, acquiring a funding, transferring to another institution, sabbatical leave, and being the chair of a committee.

According to (Walker & Symons, 1997), higher education educators' behavior can be foretold with the following theories as such:

- Expectancy theory envisages that individuals who desire to educate will first contemplate whether or not they will be effective and flourish if they try to become an educator. Before an individual tries to become an educator, he or she will analyze what the results and will potentially be if successful. The following chart offers a view of expectancy theory (see Figure 5).

Expectancy Theory of Motivation

Vroom, V.H., & Yago, A. G. (1978) . On the validity of the Vroom-Yetton model.
Journal of Applied Psychology, 63, 151-162

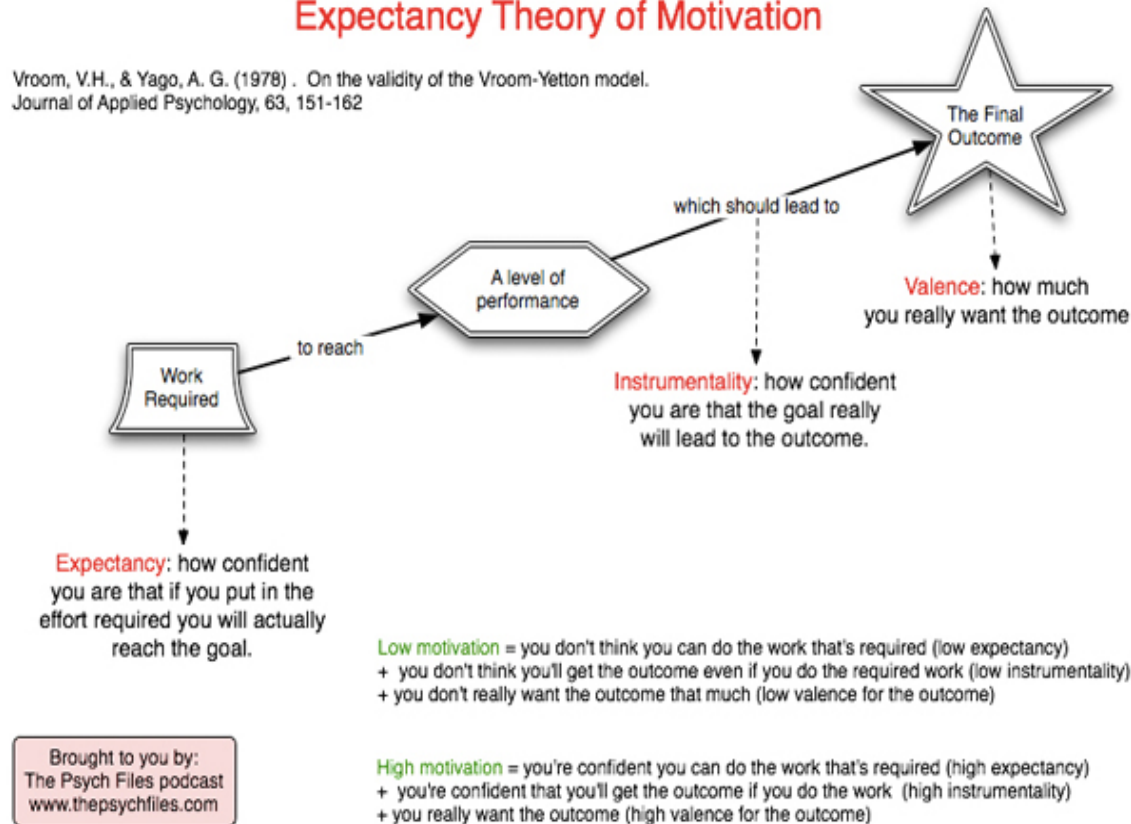


Figure 5. Expectancy Theory

- Self-efficacy theory, envisages that higher education educators will experience intrinsic gratification when they conquer the anxiety of speaking to a group of people in a large quantity or achieve a mastery level as it relates to a specific area of expertise.
- Optimal experience theory foretells that an educator's intrinsic motivation peaks when there is a respectable balance amid the educator's proficiencies and the employment setting.
- Self-determination theory foretells that higher education educators will have the ultimate motivation if they are enabled to select their own class

programs, learners and gather feedback about their individual educating that is enlightening and affirmative as opposed to domineering.

Individual motivation is shared to be a compound and a highly reviewed area that has extensive origins with a distinct assemblage of theoretical masteries involving mindset, learning, governmental science, finances, and sociology. Motivation can be described as, the action or method of offering an individual a cause of doing something, it is the surroundings and development that actuate, direct, and maintain behavior (Walker & Symons, 1997). Additionally, motivation can be described as what triggers individuals to act in a particular manner (Denhardt, Denhardt, & Aristigueta, 2008). Sadly, the simplistic meaning conceals the dynamic details of the motivation literature.

Furthermore, according to Lawler (1994), motivation is guided by a purpose or goal. Motivation shapes the accomplishment and chase of targets (Denhardt et al., 2008). Campbell and Pritchard (1976) described motivation as psychological procedures that produce the introduction, path, force, and tenacity of conduct.

As one can see, motivation can be described in so many different ways. However, it is essential to highlight what is not inclusive of motivation. Denhardt et al. (2008) shared that motivation is not inclusive of being immediately noticeable, equivalent to gratification, continuously cognizant, and directly manageable. Motivation is not immediately noticeable because motivation is an inner posture that moves individuals to act in a certain manner to achieve specific objectives or targets. In other words, it is conceivable to watch the external appearances of motivation, but

not necessarily motivation on its own (Denhardt et al., 2008). For example, acquisitions of cash can be an external motivational piece, nevertheless, it is the demonstration of the interior ambition to encounter intrinsic necessities like buying groceries, taking care of a car insurance payment, or securing an elevated level of social position.

Motivation is different from gratification. A gratified stance is preceding tense, while motivation is forthcoming or future tense (Denhardt et al., 2008). For example, an educator can be pleased by the benefits of his or her employment, though not necessarily motivated to continually do the required task of employment (Igalens & Roussel, 1999).

Incognizant motivation is relatively significant in Sigmund Freud's human behavior philosophies. Freud postulates that much of the behavior of individuals, are the product of incognizant subjugated retentions, instincts, and aspirations that sway and push individuals (Freud & Strachey, 1976). For instance, a demonstration of this point is a verbal mistake. This is when a person inadvertently allows a word to slip that essentially reveals true interior opinions.

Motivation is not straightforwardly manageable. Motivation is not an event or instance which individuals do to others. Motivation transpires inside of individual's mind and soul. Administrators, mentors, supervisor, and educators can inspire the motivational development, but they are unable to have power over it (Denhardt et al., 2008).

Clayton Alderfer (1972) streamlined Maslow's hierarchy of needs into groups: actuality, which incorporated Maslow's safety and physiological needs; relatedness, which integrated esteem and love; and evolution, which embraced self-actualization. Truncated as existence, relatedness and growth (ERG), Alderfer viewed a few three groups as a range as opposed to a stringent order (1969). The model of ERG permits for diverse individuals to follow their needs in an independent order and perhaps concurrently.

In the same manner, Alderfer's theory of ERG, shares the perspective that if an advanced level necessity remains unquenched, then individuals may revert into a decreased necessity level that is simpler to please. Dissimilar to theorists who are of the belief that people have like distinctive necessities, David McClelland (1988) shared specific necessities vary from person to person. Each person has a particular level of their needs and they share types of motivational impacts that are more befitting to their setting (McClelland, 1988).

Deci and Ryan (1985) delineated three factors as it relates to human necessities as, independence, proficiency, and connectedness. Nohria, Lawrence, and Wilson (2002) shared fundamental necessities as follows:

- obtain objects and experiences
- lasting connection with others
- understanding and studying of the world
- protection from being hurt

Researchers have been studying motivation for years (Sergiovanni, 1967; Fox, 1986). Sergiovanni (1967) questioned many educators to explore the reasons of employment gratification. The findings reinforced the writings of Herzberg (1959). Educators suggested that accomplishment, acknowledgement and accountability played a part of educator gratification and motivation. Fox (1986) assessed senior leadership's ability to deliver the surroundings for educator motivation. His discoveries contained factors such as admiration and reassurance; exaltation and recognition of educators' work; establishing challenging targets, yet reachable targets; inspiring educators with fresh thoughts and methods; and cohesive critical thinking and decision-making skills. The gratification of upper hierarchical necessities lends itself to the recipe educator motivation (Fox, 1986).

Motivation can be complex, as the word on its own merit has no particular meaning in modern psychology. Hersey and Blanchard (1977) stated that intentions are occasionally expressed as necessities, desires, ambitions, or instincts inside the individual. Miskel (1982) shared that the equivalent concentrations of intentions can be guided toward targets that may be cognizant or incognizant to an individual.

Miskel (1982) shared that the description of motivation can involve other thoughts and views such as "determination, necessity, encouragement, incentive, support, target setting, and expectancy. Fox (1986) directed an analysis calculating many stages of educator motivation and educators level of gratification. He shared that specific aspects were regarded as essential in determining the motivation of educators. Furthermore, Fox (1986) shared that it is imperative for educators to view

teaching as valuable and motivating, aligned with a consciousness of contribution in critical thinking and decision-making. The educator must have a feeling of association with others. Fox emphasized the importance of a reward structure that lends itself not only to intrinsic gifts but also a sense of success and recognition. Educators should have the opportunity for individual development, receive reliable feedback and have safety and security at their place of business.

Quinn (1978) shared that motivation is an intrinsic ambition aligning with the satisfaction of individual necessities and the improvement of one's observed rank or position. He discovered that a supervisor or senior administrators could be impactful or instrumental in an educator's motivation. Numerous researchers in academia have shared the significance of institutions being involved with motivation of their educators. Bess (1997) signified that motivation is an indispensable element in the method for good instruction and essentially relies on the power and value of the enjoyments of the educator.

Hoppock (1935) shared that educators need to be satisfied with their employment which has an effect on individual motivation. He described employment happiness as any mixture of emotional, psychological, and psychosomatic aspects that may move an individual to achieve job satisfaction. Vroom (1964) described employment happiness as the effective positioning of people, as it relates to the job role they currently inhabit.

In the same manner, Locke, Sirota, and Wolfson (1976) shared that employment happiness is the gratifying or affirmative emotional place an individual is

in, subsequent from the consideration of his or her employment or employment experience. Hoy and Miskel (1982) shared that in academic environments, employment happiness can exist when an individual assesses his or her own activities and role.

Self-Efficacy

According to Bandura (1977), self-efficacy can be described as the conviction in an individual's own capability to be successful in particular circumstances or even and completing an endeavor. An educator's self-efficacy can have a significant function in their methodologies, assignments, and challenges. Explaining self-efficacy can be comprehended by the consideration of attributes that provides the view of achievement or disappointment to accomplish targets.

Social cognitive theory accentuates the significance of exchanges amid educators and their environments. Bandura (1989) expounded that social exchanges involve joint collaborations amid one's conduct, the environment, and individual elements like cognition, an exchange Bandura called triadic reciprocal causation. Inside social cognitive theory, the conception of motivation gives reason for one's target guided behavior prompted and continued by expectancies regarding expected conclusions of activities and self-efficacy for performing such activities (Schunk, Pintrich, & Meece, 2008). While many descriptions of motivation have been suggested, all share fundamental basis that motivation makes individuals do something and aids in accomplishing objectives (Schunk et al., 2008). This flow chart

indicates how attributes can be a result of self-efficacy and individual confidence (see Figure 6).

<p>Variables attributed to success and failure:</p> <ol style="list-style-type: none"> 1. Ability 2. Effort 3. Task 4. Luck 	<p>Believe variables are:</p> <ol style="list-style-type: none"> 1. Stable 2. Unstable <ol style="list-style-type: none"> 1. Internal 2. External 	<p>Teachers can affect student choice and beliefs with:</p> <ol style="list-style-type: none"> 1. Specific praise 2. Encouragement 3. Feedback 4. Feedforward 5. Changing the task or goal
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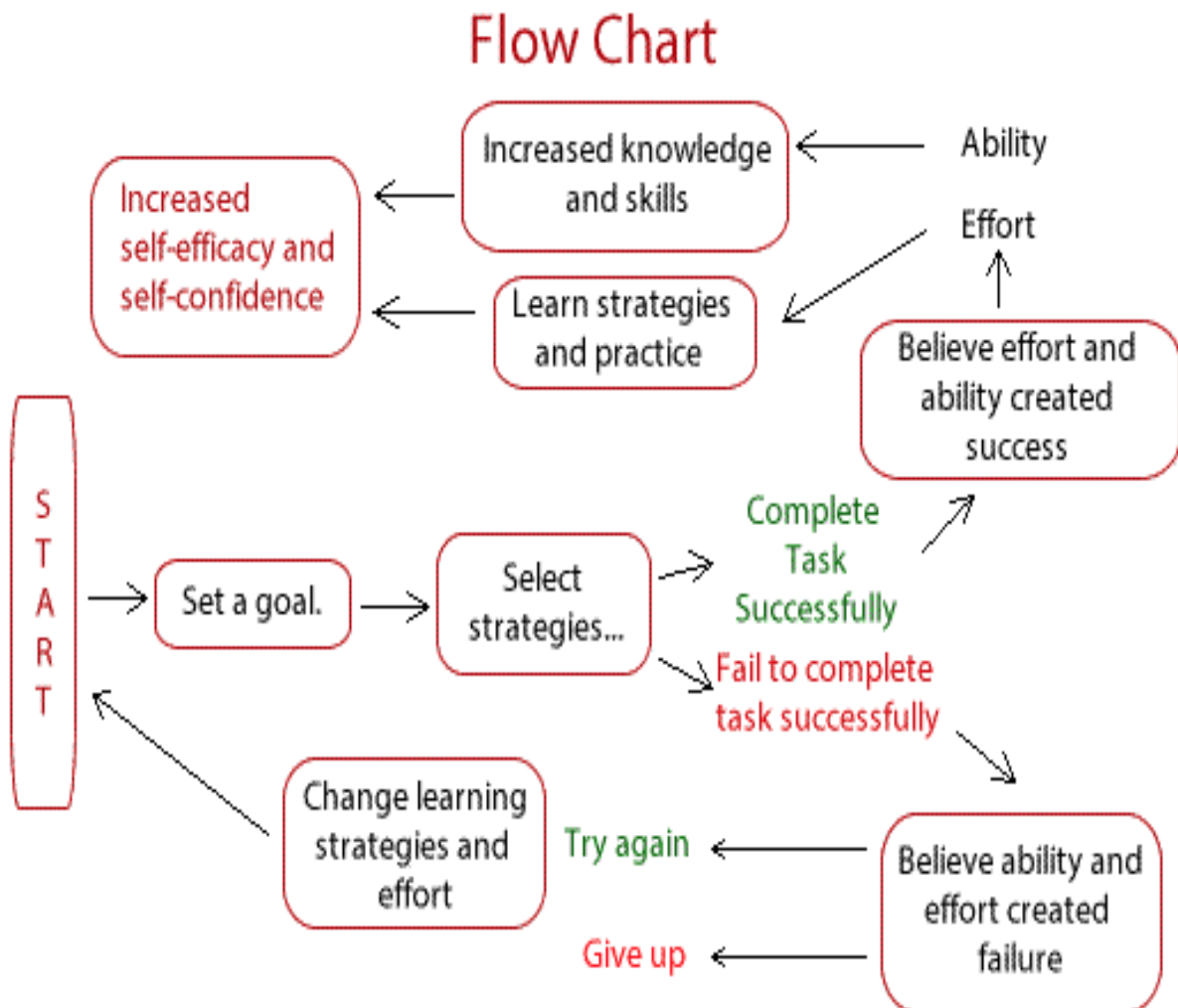


Figure 6. Self-efficacy. Adapted from M. Kay Alderman (1990).

Beck (2004) shared the word *motivation* as a derivative of the verb *movere*, meaning “to move.” It is a spacious speculative perception that is usually used to describe why individuals participate in specific activities at certain times (Beck, 2004). Schunk et al. (2008) described motivation as a sequence where target-directed activities are activated and constant. Thorkildsen (2002) described motivation as an inner strength that triggers and sustains conduct over time. According to Wlodkowski (1985), the majority of psychologists apprehensive with education use the word motivation to explain sequences as follows:

- stimulate and prompt conduct
- offer guidance or purposefulness to performance
- permit conduct to continue
- choice of behavior at specific times

Galbraith (1990) observed motivation as a conception that allows us to comprehend individual conduct, performance, and an unbalanced concept that is not calculated or certified via the body or organic disciplines. According Galbraith (1990), many psychologists utilized the word motivation to describe the sequences that can invigorate individual’s performance and offer guidance to a specific conduct. Dessler (1980) shared that motivation is together a simpler and much more complex task of administration. It is simpler as individuals are motivated by remunerations. If a person wanted to motivate another person, one should discover what that individual desires and place that item as remuneration for them. Consequently, the individuals should conduct themselves in an anticipated format (Dessler, 1980).

Deckers (2005) shared that intrinsic motivation is integral in the activities being actualized and is easily selected by the people, though extrinsic motivation derives from exterior causes and is regularly propelled by environmental possibilities like cash, scores, or the admiration of other people. Deckers (2005) was resolute in the differentiation power of many motives that can foretell individuals' perseverance in educational setting. Therefore, performance that started out as extrinsic causes, subsequently can be executed on its individual merit—as in intrinsic reasons. While money is a significant element, money on its own merit does not necessarily elevate motivation. One has to take into account that there are intangibles such as inspiration, acknowledgment, and response, which can be major motivators for the people (Fuhrmann, 2006).

According equity theory moves closer to placing motivation into a societal perspective (Adams, 1963). The principal hypothesis of equity theory is where individuals are motivated with contributions (e.g., determination, understanding, expertise, faithfulness) are equalized by results (e.g., compensation, gratuities, remunerations, acknowledgment), which forms a feel of equity or equality. When results do not equal contributions, the consequential opinions of inequity move to grief, which inspires individuals to do something about reducing. When educators feel like they have been overlooked or that their work being is not valued, they may reestablish perceived equity by decreasing their efforts (e.g., being lazy on the job), trying to diminish other colleagues' contributions (persuading colleagues to lessen work, or impairing others efforts to be beneficial), attempting to elevate their endings (requesting increase in

wages, leave from work for rest). When individuals are rewarded and acknowledged, they may reestablish perceived equity by elevating their contributions (being a model employee; Adams, 1963). The following is a view of Adams Equity Theory (see Figure 7):

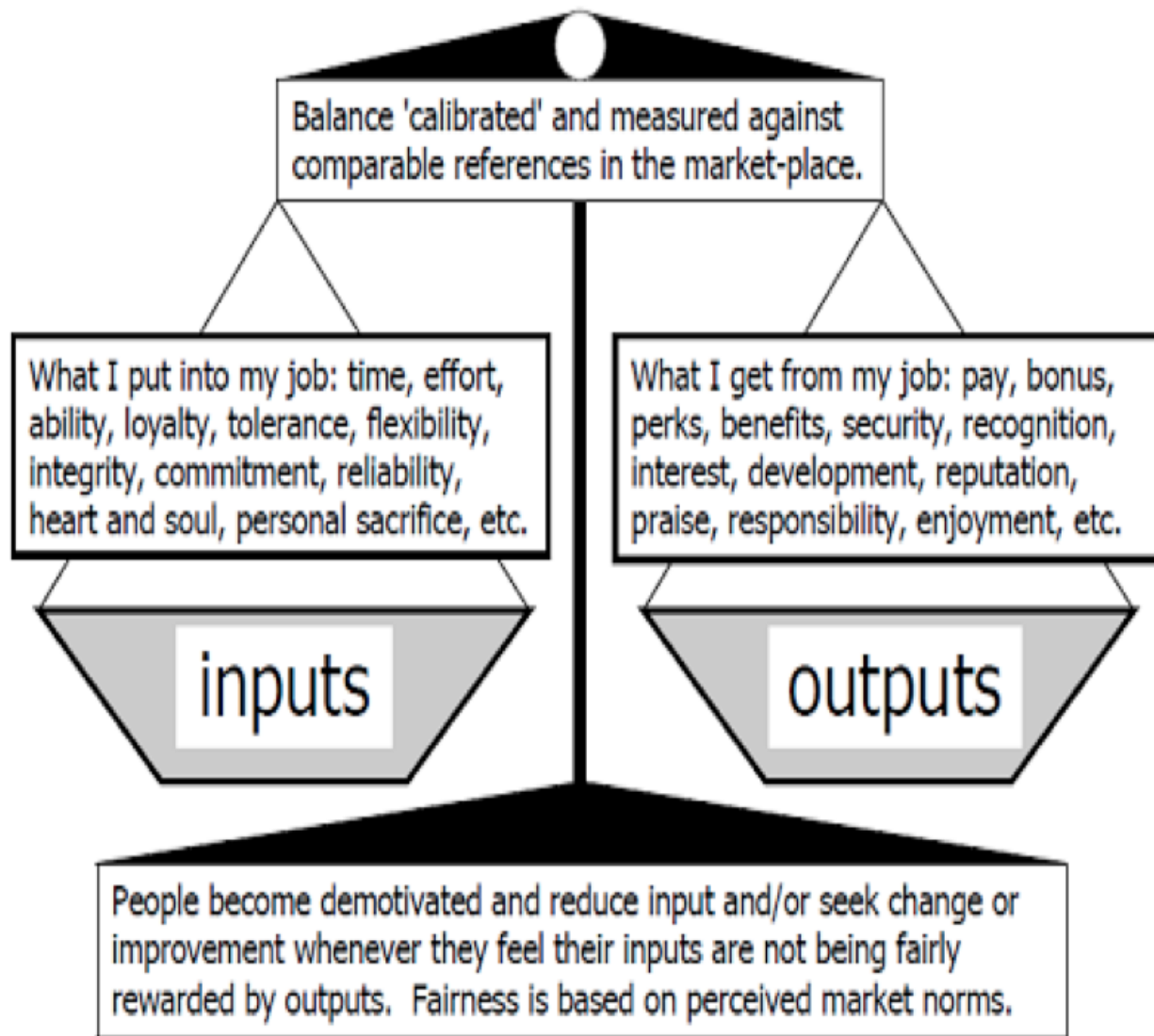


Figure 7. Adams Equity Theory

Equity theory also says that poor-rewarding of individuals and high-rewarding individuals can be disadvantageous to motivation. While literature constantly shows

undesirable behavioral and motivational outcomes of poor-reward inequity, information uncovers varied outcomes with the results of high-reward inequity. Many individuals lessen personal motivation, while others elevate it, and continue to display no substantial deviations (Ambrose & Kulik, 1999).

The theory of equity entails durable grounding in works of Adams (1963). He created the inequity principle founded on the work of Festinger (1957), with the cognitive theory of dissonance. The cognitive dissonance theory assumes that an existence of inequity will produce tension. The magnitude of the tension is flexible with consideration of the size of inequity. In addition, the tension formed can push the possessor to reduce anxiety (Adams, 1963). The theory of equity theory encompasses a few central foundations: the initial basis shares that individuals need to feel their inputs are reimbursed, impartial, and in fair fashion (Carrell & Dittrich, 1978; Ramlall, 2004).

Motivation is correlated to many educational considerations, containing numerous proficiencies, recognized as essential in training individuals for academics, staff, and lasting knowledge. For instance, motivation shows connectedness to thinking in a critical fashion. Descriptions of critical thinking differ broadly, though the basic fundamentals of descriptions contain the following skillset:

- examining disagreements (Ennis, 1985).
- crafting disruptions utilizing inductive or deductive rational (Ennis, 1985).
- adjudicating or assessing (Ennis, 1985).

- critical thinking and decision-making skill set or resolving issues (Ennis, 1985).

In the same manner of talents or capabilities, critical thinking additionally involves characters. Characters, also known as mindset, includes elements such as being open for discussion and dialogue, a inclination to look for reason, imagination, a will to be knowledgeable, adaptable, and regard for and readiness to hear diverse viewpoints (Ennis, 1985). The character to reason utilizes critical thinking and decision making judiciously, has been described as the “constant inner motivation (Facione, 2000).

Consequently, individual’s motivation is perceived as an indispensable requirement with respect to abilities and application of critical thinking skills. Likewise, Halonen (1995) shared of one’s inclination or character to express high-ranking-order thoughts is related to people’s motivation. Other readings shared that determination and perseverance are dual valued characters, which aid in critical thinking Halonen (1995). Paul sustained that determination is one of mind sets that would call an individual a critical thinker (1992, as cited in Halpern, 1998). Therefore, motivation materializes as an accompanying form for critical thinking, where individuals who are not invigorated are more likely to demonstrate critical thought.

Clarke and Keating (1995) shared the correlation with students was the greatest satisfying facet for educators, although scarcity of administrative help was the minimum satisfying facet amid student educator relationship. Yet, Snell, Bohlander, and Sherman (2001) emphasized being paid as one of the significant aspects of

motivation. They highlighted the importance of being paid as a something they could put their hands to for the services; consequently, it is vital that an individual be paid which aligns with necessity fulfillment of educators.

Fuhrman (2006) shared the significance in describing an educator's employment position. These descriptions are significant elements in motivating educators. If employment descriptions are ambiguous, demanding employment setting, immaterial organizational task may produce overload on educators and guide them to work displeasure. Davidson (2007) shared that large workloads, sizeable enrollment in in classes, and nonteaching happenings are the difficulties in producing a positive employment strategy for educators in higher education organizations.

Ofoegbu (2004) shared that motivation is not entirely a new word that is expressed. The term motivation is usually presumed to be a positive entity that influences educator's behavior and functioning in the classroom. Educator motivation organically speaks to their mindset in the workplace. Educators desire to be a part of the pedagogical developments within the institution. This involvement plays a significant role as it relates to student discipline and in the classroom. Consequently, it could trigger their participation or nonparticipation in academic and non-academic actions, which function in institution (Ofoegbu, 2004).

Ofoegbu (2004) continued to share that educators are the ones who interpret scholastic viewpoint and objective into understanding and proficiency to individuals in the class setting. Classroom mood is essential in educator motivation. For instance, if an educator experiences the class setting as a secure, wholesome, and content space

with helpful resources, educators incline to contribute more than anticipated in the process of administration, and the general development of the institute. Educators are very important, in that they facilitate and release the appearance of one who advances wisdom and the physical circumstances of the class setting through order, correction and power. Therefore, Lash and Kirkpatrick (1990) came to the conclusion that in the absenteeism of education programs, the major responsibility of working with individuals in the school sits with the educator. Comparably, Maehr and Midgley (1991) shared that what goes on in the classroom is critical. Therefore, contingent on the degree of comparison with class setting practices and institutional environment, educators teaching actions may reduce or increase individual's performance.

According (Stoll & Fink, 1996), success is the what of adjustment, while enhancement is the how of adjustment. Thus, educator motivation is whatsoever is actualized in making educators delighted, pleased, committed and dedicated. Educators have a duality of intrinsic and extrinsic necessities. An educator who is motivated by the intrinsic factor, may be perceived to accept a task for gratification it affords the sensation of achievement and self-actualization. Yet, educators that are motivated by the extrinsic factors may execute the action/responsibility so they can attain remuneration such as money. Extrinsic motivation has an important role in educator lives as it influences behavior. Consequently, the target of the institute may be to build on and improve the intrinsic motivation for educators to be successful, while providing some extrinsic motivation (O'Neil, 1995). The following chart offers a

view of intrinsic motivation, individual motivation, and interpersonal motivation (see Figure 8).

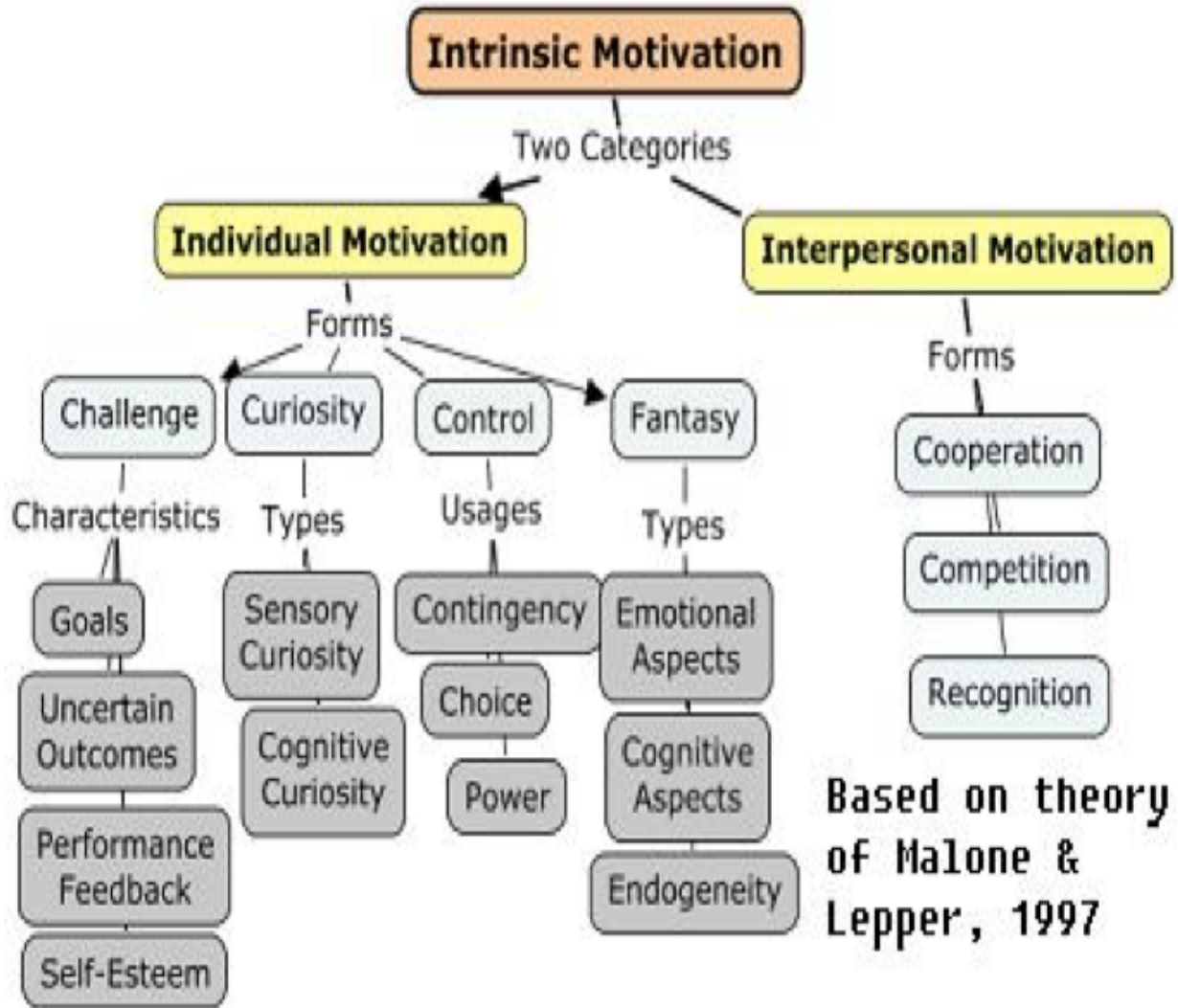


Figure 8. Intrinsic, individual, and interpersonal motivation

The following is a view of intrinsic motivation along with extrinsic motivation and how they can have some commonalities (see Figure 9).

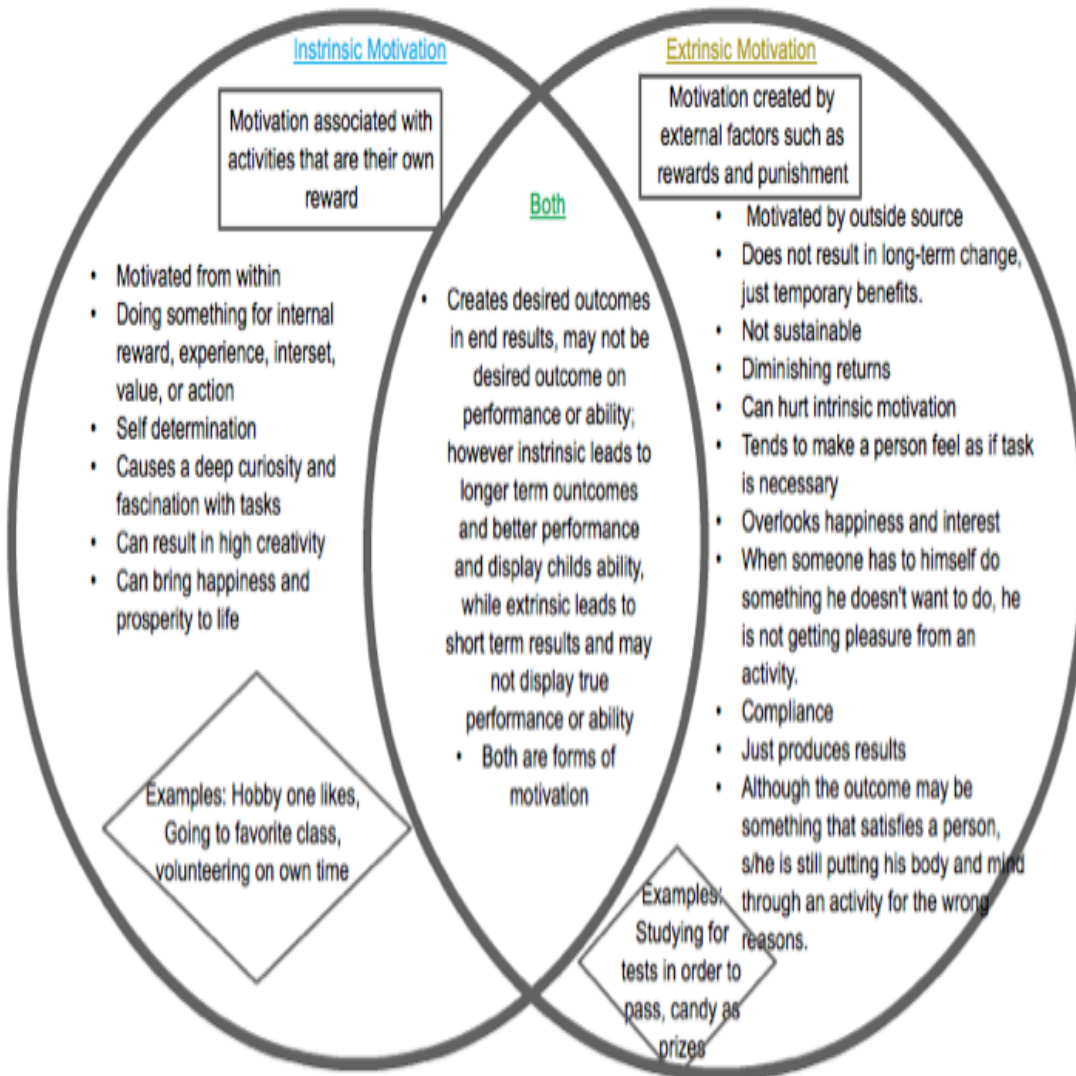


Figure 9. Intrinsic and extrinsic motivation

According to Haimann (1973), an individual's level of ambition is attentively correlated to the hierarchy of necessities along with feelings being the deciding pathway that individuals utilize for the satisfaction of their needs. To touch on Herzberg again, some may misinterpret the use of the word *hygiene* in his theory. For clarity, Herzberg (1959) used of the term hygiene was used in the medical intellect, in

that it functions to eliminate hazards from nature (Duttweiler, 1986). Herzberg classifies and compares the subtleties of hygiene and motivation as follows:

Herzberg (1959) shares the psychological foundation of the term hygiene necessities is the evasion of discomfort from the environment as follows:

- endless sources of hurt in the environment
- hygiene enhancements have short-term results
- hygiene necessities are cyclic in type
- hygiene necessities have a growing zero point
- there is no conclusive answer to hygiene necessities

The following image offers a view of the flow of Herzberg hygiene (see Figure 10):

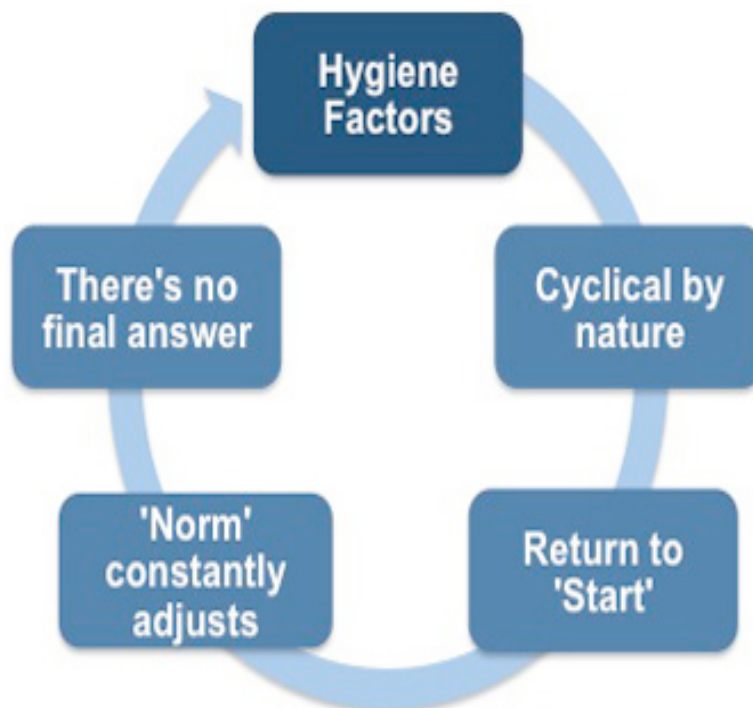


Figure 10. Herzberg hygiene

The word *volition* points to the duality of strength of an individual's will, needed to finish an assignment and the persistence of pursuit (Corno, 1993). Kuhl (1987) contended that numerous motivational theorists have discounted volitional methods with an assumption that motivation directs outcomes. Kuhl (1987) continued to share that motivational methods merely guide the decision to act. Upon one engaging into action, the volitional progressions are in control and conclude if the intent is accomplished (Zimmerman, 1989). Many distractors and other occasions can stop the toughest aims to finish a task or action. Kuhl (1987) suggested particular volitional approaches to describe diligence while facing distractions such as: cognitive control plans that assist people to stay attentive, eluding distracting information, and optimizing critical thinking and decision-making. Emotional control approaches include keeping obstructing emotional states such as dejection and anxiety in control. Motivational control approaches include firming the existing behavior's motivational foundation, especially when the target is fragile as it relates to other probable challenging intentions.

Smith and Rupp (2003) shared that performance is part of a personal motivation; organization scheme, structure and resistance to change, are empirical roles connecting motivation an organization. Similarly, Luthans and Stajkovic (1999) determined that improvement of human resources through prizes, money, encouragement, and organization conduct alterations has produced a bevy of discussions.

According to (Atkinson, 1964) as it relates to motivation, the conceptions of common sense deal with gratifications and displeasures, desires that resolve to action, conclusions that are determined concerning the correctness of alternate actions, conflict

of interest, senses of frustration and emotions of satisfaction, all of which continuously fill our day-to-day cognizant experience (Atkinson, 1964). Atkinson (1964) created his achievement theory to comprehend if individuals are determined to perform by a desire to succeed or by trepidation of failure.

Other literature suggested that ability signifies what an individual can do; motivation is about what an individual will do (Schmidt, Boraie, & Kassabgy, as cited in Oxford, 1996). "Motivation is the process where target-directed activities are prompted and constant" (Pintrich & Schunk, as cited in Dörnyei, 1998, p. 118). The principle of motivated actions, are its ability to choose among alternate courses of action, or to choose to utilize changing degrees of effort for a specific cause (Paris & Turner, as cited in Dörnyei, 1998). Motivation is the mixture of effort and desire to attain a particular task (Gardner, 1985). Motivation is a process in which an amount of provocation energy develops, prompts action, and continues when no other influence arises into the equation that could diminish these facets (Dörnyei, 1998).

Motivation can be described as the dynamically varying collective stimulation in individuals that prompts, guides, organizes, expands, and assesses the mindset and motor progressions in which original aspirations and wants are chosen, arranged, operationalized and (positively or ineffectively) operated out (Dörnyei & Otto, 1998).

Further research attempts to use mathematical representations to justify for aspects affecting an individual's motivation. If one could precisely distinguish these aspects, some researchers argued, then these representations could be utilized to foretell people's behaviors. According to Weiner (1980), Lewin created and established

“field theory” which recommends that all inspirations close to a certain objective, either apply a progressive valence that makes individuals desire to chase or approach a goal, or a destructive valence, which makes individuals avoid pursuing a goal (Weiner, 1980).

Atkinson’s achievement theory suggested that individuals guide themselves to perform on the foundation of their desires to either reach success or to prevent disappointment (Weiner, 1980). The expectancy-value framework recommends that individuals are motivated to perform as long as they believe the results they receive are together achievable and significant to them (Dörnyei, 2001). Individuals are social beings and human performance is continuously ingrained in many physical and psychological settings, which significantly affects an individual's mindset and behavior (Dörnyei, 2001).

Maslow was also intrigued in this notion of achievement. However, he contended that achievement is really an intrinsic human necessity, which he called esteem. He shared that esteem motivates our individual decision-making progression (Weiner, 1980). In other words, the thought shared is that individuals are motivated to act by the need to succeed, or by the need to experience accomplishment. These thoughts are also shared by Murray (1980), which suggest that individual’s needs are persistent and repetitive efforts to achieve a difficult objective.

Kovach (1995) shared that individuals may be accustomed to their personal necessities above what their superiors may think. Kovach (1995) shared thoughts of why people may not comprehend others motivation, as he used an expression *self-reference*, which says that people giving individuals remunerations that could motivate

someone (Kovach, 1995). McClelland (1961) shared that one's supervisor tends to rank at a greater level on the necessity for accomplishment and chooses to have rewards that reveal their performance. Consequently, the issue of self-reference remained extensive throughout many years in an organization's comprehension of one's motivation (Kovach, 1995).

Summary

This chapter shared literature of various aspects relating to motivation. While there is a wealth of literature and research into methods of motivation, individual motivation will continue to be a topic of discussion. As long as there is individuality, all theories of motivation may not work for everyone. The absolute amount of philosophies, necessities, and approaches of motivation are evident. Nonetheless, the majority of research, partly expressed in this chapter, offers remarkable works to describe and suggest the ways in which motivation occurs. It is essential to note that no magnificent theory of motivation can be applicable to every individual or setting.

Chapter 3: Research Design and Methodology

Introduction

This chapter outlines and discusses the research design and methodology utilized to perform the study regarding best practices of higher education faculty. The chapter entails a reiteration of the research questions, methodology utilized to perform the study, research design, interview protocol, and data analysis procedures. The methodology portion discusses the reasoning for a phenomenological approach. The research design section addresses areas such as: data collection, human subject consideration, selection of participants, and privacy considerations.

Re-Statement of Research Questions

This phenomenological study was guided by the following four research questions.

- RQ 1. What challenges do faculty face in maintaining their excellence in the classroom?
- RQ 2. What strategies do faculty use to maintain their excellence in the classroom?
- RQ 3. How do faculty measure their level of excellence in the classroom?
- RQ 4. What recommendations do faculty have to newer faculty?

Nature of the Study

A qualitative exploration “begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individual or groups ascribe to a social or human problem”

(Creswell, 2003, p. 44). Qualitative research methods are valued in offering deep explanations of intricate phenomena; tracing distinctive or unpredicted incidents; shining light on experience and understanding of incidents by performers with largely different roles; offering a voice to individuals who are seldom heard; leading preliminary explorations to construct theories and to produce and check hypotheses (Creswell, 2003). Qualitative research is organized and exact, seeking to lessen error and bias (Sofaer, 1999). Lakshman, Sinha, Biswas, Charles, and Arora (2000) shared that “qualitative methods take a holistic perspective preserving the complexities of human behavior by addressing the ‘why’ and ‘how’ questions” (p. 369). In addition, qualitative research can be illustrated by watching and interviewing study’s participants in their regular settings, which allows the researcher to be play a significant role in the collection of data, analysis of data, and participants viewpoints (Creswell, 2003).

Methodology

A phenomenological design was used in this qualitative research study. Phenomenology looks for the core of lived experiences, which cannot simply be shown via routine observations (Creswell, 2003). According to Moustakas (1994), “a phenomenological study looks to wholly show more of the core and meanings of individual experience” (p. 105).

Creswell (2003) shared that a phenomenological study “describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon” (p. 76). The method of phenomenology commonly utilizes personal interviews to study Individuals’ lived experiences (Beck, 1992). Patton (2002) shared

that open-ended interview questions offers a chance to collect “in-depth responses about people’s experiences, perceptions, opinions, feelings, and knowledge” (p. 23). Overall, the phenomenological methodology contains the collection of data, which offers the foundation for an introspective structural analysis that depicts the core of the experience (Moustakas, 1994).

Structured process of phenomenology. Transcendental phenomenology engages an organized procedure for gathering data and analysis of data, which assist in highlighting the core experiences (Moustakas, 1994). Transcendental phenomenology pursues to comprehend a phenomenon by analysis of data and watching for mutual viewpoints, opinions, beliefs, and experiences, excluding the researchers experiences and biases (Creswell, 2003). In addition, phenomenological research endeavors to explain the lived experiences of participants, to determine the essence or shared themes of all individuals that experienced the same phenomenon (Creswell 2013; Moustakas, 1994; Van Manen, 1990). In order to allow the proficiencies of the subjects to develop easily and organically, the researcher was certain to abstain from prejudging (Creswell, 2013). This type of approach lends itself to observation, permitting participants to contemplate, reflect, and ascertain the implications, following questioning (van Manen, 1990).

Appropriateness of phenomenology methodology. There are various approaches to performing a phenomenology. For this research, it was appropriate to take a transcendental phenomenological approach as it is significantly applicable. The data findings will be descriptive in nature of experiences from participants, rather than

an interpretative view from the researcher (Creswell, 2003). This particular study is also exploratory and involves a deep comprehension of the lived experiences of higher education faculty members. In addition, this approach enables the researcher utilize instruments to exclude their own individual experience and offer a fresh viewpoint to the phenomenological study (Creswell, 2003).

Strengths and weaknesses. Creswell (2003) shares that a comprehensive qualitative study should expose a realism that is one-sided as experienced by the individuals participating and it is a necessity for the researcher to engage with the individuals who are being studied. Furthermore, the study should generate ideas and conclusions that are alike, given the study was performed by a different researcher utilizing identical approaches and considerations.

Strengths. This research study aims to distinguish the best practices in higher education faculty motivation. In order to be successful in this undertaking, the transcendental phenomenology descriptive approach was chosen, as its strengths include effectiveness in satisfying the psychologically centered research questions presented in the study. Moreover, the descriptive approach offered a deep data set that described the thoughts, actions, and beliefs (Creswell, 2003) of higher education faculty members.

Weaknesses. While this approach is paramount for this study, it is essential to recognize the weaknesses that this approach brings to the study. Creswell (2003) acknowledged three difficulties with a phenomenological study. Primarily, Creswell (2003) shared that leading a phenomenological study, “requires at least some

understanding of the broader philosophical assumptions, and these should be identified by the researcher” (p. 83). Secondly, participants should be prudently selected where they’re keenly familiar with the phenomenon at hand, in that the researcher, at close, can shape a shared comprehension. Finally, the researcher must make a decision in determining the approach to incorporate their individual comprehensions (Creswell, 2003). While these weaknesses produce obstacles to a phenomenological study, this study endeavors to highlight them by: (a) distinctly describing the populace and cautiously choosing the sample who will contribute in the study, (b) warranting that the researcher’s proficiencies and predispositions are distinctly acknowledged, and (c) delineating the informational and conjectural constructs that influence this study.

Research Design

The unit of analysis for this study was an exemplary higher education faculty member. The populace comprised of the aforementioned faculty members residing within Southern California. The sample size included higher education faculty members who had at least 10 of higher education teaching experience, having an earned doctorate degree. The criteria were utilized to expand the probability of offering a selection of subjects that had applicable experience (Englander, 2012).

Sample size. Literature shares that phenomenological research ranges from five and 25 subjects (Polkinghorne, 1989). However, Strauss and Corbin (1998) shared that the most inclusive approach for establishing the sample size for a qualitative study, by utilizing the criterion of saturation. Employing this methodology has a requirement that the examination is continual unless no new material surfaces. In the research study, 15

subjects were petitioned, as this supplied ample data to sufficiently capture the textural and structural facets for the best practices in higher education faculty motivation. This approach was essential to formulate a fundamental aspect of this phenomenon (Creswell, 2013).

Purposive sampling. The sampling methodology utilized for this research study is purposive sampling, which is indicative of the sampling being purposely chosen to assist the purpose of the study. With this method, subjects are certainly proficient in the phenomenon being researched and are qualified to offer descriptions of the significant aspects of their experience (Creswell, 1994). The method of purposive sampling was utilized to attain the greatest variation, in that participant's individual occurrence, while comparable, afforded a level of exclusiveness and individuality that distinctively added to the general explanation of the phenomenon (Lincoln & Guba, 1985).

Participant selection. Selecting study participants began by submitting a request via telephone to accredited higher education institutions within Southern California, requesting the names of exemplary higher education faculty members in their institution. Once the faculty members were substantiated with having a minimum of ten years of experience and having received an award acknowledging their efforts, the way was paved for the gathering of participant via the following process:

Sampling frame to create the master list. A master list was created on a spreadsheet comprised of vetted faculty members.

- The spreadsheet was saved in an encrypted local computer file folder, and further safeguarded via a separate external encrypted hard drive with cloud-

based features, allowing automatic secure updating. These processes were implemented for confidentiality and security purposes.

- A search filter was applied to identify individuals who had been employed at their institution for at least ten years.
- Additional columns were added to the spreadsheet to determine if participants met inclusion criteria.
- The sample for the study was then completed by application of inclusion and exclusion criteria to create a final list of 15 potential participants. The exclusion and inclusion and standards were based on the unit of analysis criteria plus additional criterion as follows:
 - The final list was determined based on subjects who met the criteria.
 - A Pepperdine University International Review Board site permission letter was sent to faculty members, requesting permission to conduct semi-structured interviews (see Appendix A).

The thorough selection process identified faculty members who met the inclusion criteria. Subjects who were eventually selected for this research and asked to contribute were additionally asked to validate inclusion criteria before participation. The details of participant invitations are articulated in the next section.

Criteria for inclusion. The criteria for inclusion acceptance and elimination are as follows. The Howard A. White Award for Teaching Excellence recognizes those full-time faculty members who are truly great teachers, those who embody Pepperdine University's commitment to excellence. The nomination and selection of recipients of the

award is based on the person's demonstrated excellence in teaching at the University, as evidenced by:

- ability to inspire independent and critical thinking;
- ability to encourage intellectual interests in students and to stimulate students to think creatively;
- enthusiasm and vitality in learning, teaching, and scholarship;
- mastery of the subject matter;
- commitment to academic rigor in the classroom;
- ability to organize course material and to present it cogently;
- active involvement with students outside of the classroom, including advising, counseling, and mentoring students;
- record of good academic citizenship through service to students, the university, and the community, and a commitment to scholarship;
- consistent demonstration of support for the university's mission.

Once faculty members were identified, researcher began to submit request via telephone and a spreadsheet was created.

Criteria for Exclusion. The criteria for exclusion, acceptance and elimination is Pepperdine University faculty members who have not received the Howard A. White Award. The criteria for exclusion highlighted the exceptional work that faculty contributed to. Other awards are tantamount but focused on Howard A. White Award.

Maximum variation. Principles for greatest variation were utilized to certify that the sample incorporated men, women, various backgrounds, and making certain that a

portion of the sample was chosen. This methodology of maximum variation was adhered to. The researcher highlighted each of the following: educational, psychological, theological, and business faculty experience.

Human Subject Considerations

The researcher must obtain approval from Pepperdine's Institutional Review Board (IRB) before any of the individuals participating in the study are approached for data collection. According to (Creswell, 2003) and the IRB procedure and principles, they firmly share that the participants in this study will be acquired while making certain of the following:

- Participants have free will to remove themselves from the study at any point.
- The core purpose of the study is offered to participants along with the procedures to be utilized as well as data collection.
- Confidentiality and protection information will be shared with participants.
- Information about risks any risks aligned with the study will be provided to participant.
- Participants will be offered a statement of the potential anticipated benefits of contributing in the study, and) signed consent form to be secured from the researcher and participant.

Higher education faculty members who are in agreement to participate in this study will be given a consent form (see Appendix C). The signing of this form ensures that faculty can be a participant in the study. The consent form will entail questions, asking the participant if they're in agreement to be interviewed, audio recording of the

interview, and for the substance of the interview to be used as part of the study. In addition, participants will be asked for their approval to utilize their personal identity and name of their organization in the study. If a participant declines to consent to their identification and names of their organization being utilized, then the names will be replaced with fictitious names. The consent form will also share that participation in this study is firmly voluntary. Furthermore, participants will be informed of their right to remove themselves that they have the right to remove themselves at any time of the interview process.

In the same manner, do the nature of the study; faculty members participating in this particular study will be notified that no known risks are involved. If participating individuals opt to stay anonymous, privacy will be sustained by making certain that no detailed recognizing information will be utilized or reported in any portion of the study. Although the names of the participants will be anonymous, the researcher will be privy to names via a coding sheet. Upon completion of the study, the coding sheet comprised of faculty members' real names will be destroyed.

For the interview process, an open-ended question interview protocol will be utilized. All faculty members being interviewed will have their audio recorded on electronic recording device. Later, the audio will be transmitted to another electronic hard drive device and saved under a strict locking mechanism at the researcher's housing for five years. The audio form participants will be transcribed. A closing coded transcription of the interview sessions will be produced. This production will make certain of the anonymous protocol in place from whoever chose to keep their identity

private. Finally, the findings of the study will be available to all participants if they choose at the completion of the study.

Data Collection

The collection of data for this particular research will start with a finishing list of 30 possible faculty participants. The list of possible higher education faculty participants denotes the group of probable participants that meet all the needs required to conduct the study. The initial phase in the procedure will entail making phone calls to faculty members using a standard recruitment protocol (see Appendix E). The recruitment protocol is meant to present the researcher to the possible participants and to measure their willingness to contribute in the study (Creswell, 2003).

The next phase in the procedure will be to send an electronic message recapping the researcher, explaining the essence of the study, and with their approval, set up an interview meeting. In addition, the electronic message will also contain a copy of the interview questions and consent form, which has additional information about the study and their participation. If the participant is in agreement, their signature will be required on the consent form. Once faculty members receive the aforementioned electronic message, the researcher will start their interviews two weeks after. Finally, a simple “thank you” message be included.

Interview Techniques

This study’s data was gathered via semi-structured interviews. According to Bernard (1988), semi-structured interviewing is best utilized when the researcher may not have another opportunity to interview the participant and when you will be sending

several interviewers out into the field to collect data. Semi-structured interviews are frequently lead by observation, informal and unstructured interviewing which allows the researchers to create a profound comprehension of the topic needed for constructing applicable and significant semi-structured questions. Baumbusch (2010) shared that a “semi-structured interview involves a set of open-ended questions that allow for spontaneous and in-depth responses” (p. 255). In addition, interviews offer researchers with deep and specific qualitative data for comprehending participants’ experiences, how they explain those experiences, and the meaning they make of those experiences (Rubin & Rubin, 2012)

Interview Protocol

Interviewing is the one of the utmost common practice used for gathering data in qualitative (Creswell, 2009; Locke, Silverman, & Spirduso, 2007; Marshall & Rossman, 2006). Creswell (2003) shared that in qualitative studies, data can be gathered. The gathering of data can be acquired utilizing any of the following: (a) unstructured, (b) semi-structured, or (c) focus group interviews.

Interview questions. This study’s interview questions were:

- IQ 1. What do you offer to the classroom that relates with students?
- IQ 2. What is it about teaching motivates you to continue?
- IQ 3. What are your teaching stress points?
- IQ 4. How would you define an effective and efficient educator?
- IQ 5. How has teaching changed you?
- IQ 6. What made you enter the teaching profession?

- IQ 7. How can novice educators succeed in higher education?
- IQ 8. Is there anything else you would like to add?

Relationship between research and interview questions. According to Rubin and Rubin (2005), the researcher needs to first develop an interview protocol. For this study, the researcher developed an interview protocol comprised of eight open-ended questions directed by the research questions and literature review. The four research questions in this study was accompanied by two interview questions for the individual research questions. This study consists of a total of four research questions. For each research question, two interview questions were developed. The individual questions were formulated to permit the interviewee the chance to enlarge and eloquent their views, sentiment and understandings. A table was created to highlight the connection amid individual research questions and consequent interview questions (see Table 1).

Table 1

Research Questions and Corresponding Interview Questions

Research Questions	Proposed Interview Questions	Revised Interview Questions and Order
RQ 1: What challenges do faculty face in maintaining their excellence in the classroom?	IQ 1: What do you offer to the classroom that relates with students? IQ 2: What is it about teaching motivates you to continue?	IQ 6: What obstacle do you encounter in creating excellence in your classroom? IQ 7: A great athlete stays in shape and raises his/her excellence (game) by going to the gym! How do you maintain or expand your excellence (game)? IQ 8: How do you maintain your level of motivation?

(continued)

Research Questions	Proposed Interview Questions	Revised Interview Questions and Order
RQ 2: What strategies do faculty use to maintain their excellence in the classroom?	IQ 3: What are your teaching stress points? IQ 4: How would you define an effective and efficient educator?	IQ 3: How do you create excellence in the classroom? IQ 4: What tools, techniques, or philosophies do you use? IQ 5: Can you share some examples?
RQ 3: How do faculty measure their level of excellence in the classroom?	IQ 5: How do you motivate your students to achieve excellence? IQ5A: Ask follow up—How do you motivate your students to achieve excellence? IQ 6: What made you enter the teaching profession? IQ6A: Ask follow up—Has this challenge changed or evolved over the years?	IQ 1: What does teaching excellence mean to you? IQ 2: How do you measure that excellence – How do you know if you have achieved that?
RQ 4: What recommendations do faculty have to newer faculty?	IQ 7: How can novice educators succeed in higher education? IQ 8: Is there anything else you would like to add?	IQ 9: What pitfalls have you made that you would warn emerging excellent leaders to avoid? IQ 10: What other advice do you have for that group? IQ 11: Is there anything else you like to add?

Reliability and validity of the study. Validity and reliability descriptive studies are alike when similar conclusions and results are reached when a separate researcher performs a secondary study using equivalent means of analysis and data collection. To

make certain that this study was operating in a manner of validity and reliability, other methods were utilized as follows:

- All parts of the design study were reported.
- Discussion of bias was offered.
- Manners of data gathering were applied to develop and fortify themes and models.
- Ample data that was vigorous enough to firmly support the models, paradigms, and implications were gathered.
- An organized approach that can be replicated by succeeding researchers was utilized to perform the study.

Step one: *prima facie validity*. The initial phase in constructing the collection of data instrument was to produce questions for the interview. The questions for the interview were well versed by the literature review and produced to inform the research questions. Following the production of questions, it is essential to calculate the clarity, functionality, and utilization easiness by considering if the instrument materializes to be valid on its face presence (Patten & Bruce, 2009; Youngson, Considine, & Currey, 2015).

Step two: *peer review validity*. Another phase in the validity procedure comprised of peer-review validity. According to Patten and Bruce (2009), the peer-review procedure trusts external experts, to verify the value of the growth process, and make certain of an effective gathering of data procedure. The procedure applied by the researcher consisted of constructing a table that united each research question to its

equivalent interview question (see Table 1). After completion of this step, the next step entailed recognizing experts who would be a participant in the peer-review process. In this particular study, two doctoral students cohesively untied their proficiency and comprehension of the subject matter necessary to assess the validity and reliability of the data gathering means. All peer-reviewers were given duplicates of the original research and interview questions table (see Table 2), and were requested to do as such:

1. The question directly addresses the research question—Keep as is.
2. The question has little or no relevance to the research question—Delete
3. Revise the question with suggestions.

Step three: expert review validity. The final phase in this procedure consisted of expert review validity. This procedure was formed as the decisive decision-making group in case no agreement could be achieved during the review procedure. In case peer-reviewers had recommendations on editing interview questions or ideas for supplementary interview questions that the researcher was not in agreement with, the dissertation committee functioned as the expert evaluation board to decide whether the changes recommended by the peer-reviewers should be integrated into the data gathering instrument to progress the validity and reliability. However, in this particular research, there was no need for expert review, as the researcher was in agreement with recommendations offered by the peer-reviewers.

Table 2

Proposed Interview Questions

Research Questions	Proposed Interview Questions Validity Survey
<p>RQ 1: What challenges do faculty face in maintaining their excellence in the classroom?</p>	<p>IQ 6: What obstacle do you encounter in creating excellence in your classroom?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 7: How do you maintain your level of motivation?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 8: A great athlete stays in shape and raises his/her by going to the gym! How do you maintain or expand your excellence (game)?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/>

(continued)

Research Questions	Proposed Interview Questions Validity Survey
<p>RQ 2: What strategies do faculty use to maintain their excellence in the classroom?</p>	<p>IQ 3: How do you create excellence in the classroom?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 4: What tools, techniques, or philosophies do you use?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 5: Can you share some examples?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/>

(continued)

Research Questions	Proposed Interview Questions Validity Survey
<p>RQ 3: How do faculty measure their level of excellence in the classroom?</p>	<p>IQ 1: What does teaching excellence mean to you?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 2: How do you measure that excellence—How do you know if you have achieved that?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/>

(continued)

Research Questions	Proposed Interview Questions Validity Survey
<p>RQ 4: What recommendations do faculty have to newer faculty?</p>	<p>IQ 9: What mistakes have you made that you would warn emerging excellent leaders to avoid?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 10: What other advice do you have for that group?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/> <p>IQ 11: Is there anything else you like to add?</p> <ol style="list-style-type: none"> 1. The question directly addresses the research question—Keep as is. 2. The question has little or no relevance to the research question—Delete 3. Revise the question as suggested: <hr/> <hr/>

According to Creswell (2009), validity and reliability in a qualitative study is very different from quantitative research projects. Reliability is an inspection of the firmness or constancy of responses. To expand the constancy and reliability of a project, the

researcher needs to record all processes, and if achievable, set up a thorough protocol.

Other reliability processes contain the following:

- Reviewing transcripts for clear mistakes
- Be certain that no drifting in descriptions of codes or functions of them through the coding procedure.
- If working with a team, coordinate and document interaction from meetings.
- Substantiate codes with other researchers by paralleling outcomes that are individually originated.

Statement of Personal Bias

According to Welch (1985), it is plausible for the interviewer to introduce bias into an interview. This action must not take place at all. Whether in the custom of sociology or anthropology, qualitative researchers have struggled with the path of easiness of preconceptions, biases and thoughts of the researcher to bias the data (Bogdan & Biklen, 1982).

Epoche

The placing aside of an individual's theories, thoughts, beliefs and views in a phenomenological study. It is essential for the researcher to distinguish and recognize one's biases to certify the data is not compromised or falsified as it relates to the viewpoints of participants. According to Walsh, (1988), bracketing or epoche sets aside biases to have a heightened level of understanding of participants such as:

Acknowledging bias and keeping a journal to document biases (Creswell, 2013). Drew

(2004) suggests bracketing as ‘the task of sorting out the qualities that belong to the researcher’s experience of the phenomenon” (p. 215).

To keep the researcher aware to his individual viewpoints and remain unbiased as subjects described their lived experience, the following interview techniques recommended by Madjidi (2016) were reviewed prior to and constantly active through the interviews:

- Utilization of interview protocol, allowing significant open space.
- Stick to interview protocol questions.
- Prepare for follow up questions.
- Do not talk or express opinions.
- Employ active listening.
- Researcher should be prepared for emotional outpouring.
- Never ask leading questions.
- Be prepared for interruptions.
- Exercise staying on task.
- Avoid interposing.
- Continue to unbiased.
- Never show feelings, approvals, emotional expressiveness, etc.
- Use non-directive probing questions.
- Form an open communication environment.

Data Analysis

The data gathered for these interviews will be coded and examined to establish commonalities and opinions. The analyzing procedure will commence with all of the interviews being transcribed. Upon completion of transcription, the gathered data will be examined and coded to distinguish commonalities. According to Creswell (2013) the researcher will document in a journal any thoughts or perceptions that occur through the analyzing data procedure. In the same manner, information from the analysis will be shared with peer-reviewers so that a cohesive thought process can align with results of data. If there is no cohesion amid the researcher and peer-reviewers, the examined data outcomes will be advanced to final decision making by an expert reviewer.

Reading, memoing. Reading and memoing is one of the steps in the data analysis procedure Creswell (2013). The method of readings and memoing is the penning of brief expressions, thoughts or conceptions that ascend from the data. Therefore, the researcher will apply the memoing method in this study in order to be informative of the data analysis procedure and to set aside any predispositions that ascend through the data analysis procedure (Creswell, 2013).

Describing, classifying, interpreting (coding). Describing, classifying and coding was the next step in the data analysis process. Creswell (2013) expresses coding as the method of combining data into smaller classifications that ascend from the data. This methodology keenly focused on the data analysis process.

Inter-rater reliability and validity considerations. *Interrater reliability and validity* is a degree of reliability utilized to evaluate the level to which dissimilar judges or

raters are in agreement in their assessment conclusions. Inter-rater reliability is beneficial as human observers do not automatically translate answers identically; raters may be in disagreement as to how well specific replies express knowledge of the skill set being evaluated (Moskal & Leydens, 2000). The reliability and validity of this study's outcome will be acquired by, ascertaining and procuring two doctoral students who are skilled in qualitative exploration, and accustomed with the theory and background of this research project.

- Step 1. The researcher transcribed and coded three interviews using the outlined methodology. This coding process identified meaningful themes that arose through the initial reading and subsequent read through and memoing. "Themes in qualitative research are broad units of information that consist of several codes aggregated to form a common idea" (Creswell, 2013, p. 186).
- Step 2. Two cohort members within Pepperdine University's Graduate School of Education & Psychology doctoral program in Organizational Leadership were invited and consequently agreed to serve as co-raters to ensure reliability of the coding methodology. These co-raters were acquainted with the theoretical background of the study, were experienced in qualitative research and coding. The coded results of phase one accompanied with their three corresponding transcripts were shared with the co-raters. If co-raters were in agreement on the validity of the researcher's coding protocol, then coding results were not modified. If co-raters did not agree on the validity of the researcher's coding protocol, then the co-raters and principal researcher

moved into discussion to ascertain a more appropriate outcome. If consensus was not reached, the dissertation committee intervened to resolve.

- Step 3. Utilizing the results from phase two, the study finalized coding for all 15 interviews. Upon coding finalization, the co-raters were asked to review the coding protocol and identify leadership themes that arose from their coding. The co-raters and the principal researcher shared comparative outcomes to ensure accurateness of data interpretation. After data was gathered and coding completed, co-raters were asked to delete all files related to this research from their devices.

Representing, visualizing. Upon data completion, an agreement was retrieved from the peer-reviewers and the researcher. Then the research changed to encapsulate and report the discoveries in the fourth chapter. The data completion and retrieval from peer reviewers was gathered properly to show accurate discovery.

Summary

Chapter three offers a comprehensive explanation of the methodology and research design utilized for this study. Chapter three commences with a reassertion of the research questions and shared information about the phenomenological approach. In addition, the chapter continues to recognize the population sample and unit of analysis. In addition, the IRB process was shared, being attentive to participant's privacy and security. The chapter resumed with shared information on the procedures utilized to create the interview protocol. Furthermore, there will be shared thoughts on individual interview questions that were associated to individual research questions. In

the same manner, information is shared surrounding the interview processes and methods recognized in the readings that showcase effective interviews.

Chapter 4: Presentation of Findings

Faculty motivation and teaching excellence have challenges in maintaining excellence. Surpassing these challenges can result in a teaching model that will afford teachers and students with tools and resources to achieve an effective educational experience. The purpose of this descriptive phenomenological study was to develop an understanding of best practices utilized in higher education faculty motivation. To attain this understanding, the following research questions were asked:

- RQ 1: What challenges do faculty face in maintaining their excellence in the classroom?
- RQ 2: What strategies do faculty use to maintain their excellence in the classroom?
- RQ 3: How do faculty measure their level of excellence in the classroom?
- RQ 4: What recommendations do faculty have to newer faculty?

These four research questions were answered by asking 15 participants 11 interview questions with the intent of determining the best practice in higher education faculty motivation. The participants' perceptions of excellence in teaching were sought. Research participants identified teaching excellence strategies and challenges. Common themes were identified in the data. Themes were interpreted and discussed in detail throughout the chapter. This study took an overall look into faculty motivation and teaching excellence strategies and endeavored to offer insight for current and novice higher education faculty to help guide future achievements.

Participants

Participants were selected via a purposive sampling approach correlated with qualitative research. According to Creswell (2013), this selection method has three significant considerations. The first consideration is that all sample participants must have all experienced a similar phenomenon and can share information that relate to the phenomenon. Purposeful sampling is the approach where an individual is selected, as the participant can relate to the research problem and essential phenomenon in the study. The participants were amenable to contribute to this study with the understanding that the utmost confidentiality would be maintained. All subjects were emailed the interview questions in advance and were estimated to arrive prepared for the interview. The sample pool comprised of 15 participants from Pepperdine University's Howard A. White Award recipients.

All participants were current or former faculty members of Pepperdine University. Although 25 subjects were identified as meeting the inclusion criteria, only 15 accepted the request to be interviewed. Two participants declined due to a potential conflict of interest and eight did not reply to the request. Participants are anonymous.

Data Collection

Data collection commenced on February 16, 2017, and concluded on March 3, 2017. Each participant was contacted via electronic mail or an introductory telephone call. A concise narrative was given to the potential participant delineating the foundation of and format for research. Upon acceptance of the participants, their contact information was gathered, and a personal interview was scheduled (see Table 3).

Table 3

Dates of Participant Interviews

Participant	Interview Date
P1	February 16, 2017
P2	February 17, 2017
P3	February 17, 2017
P4	February 20, 2017
P5	February 20, 2017
P6	February 22, 2017
P7	February 22, 2017
P8	February 22, 2017
P9	February 23, 2017
P10	February 24, 2017
P11	February 25, 2017
P12	February 25, 2017
P13	February 26, 2017
P14	March 2, 2017
P15	March 4, 2017

A copy of the interview protocol was provided to each of the participants in advance by email in order to afford the participants ample time to organize their thoughts. Upon the day of said interview, any final-minute questions were addressed before beginning of

the interview session. An Android phone device was used to record the interviews and the following questions were asked:

1. What does teaching excellence mean to you?
2. How do you measure that excellence? How do you know if you have achieved that?
3. How do you create excellence in the classroom?
4. What tools, techniques, or philosophies do you use?
5. Can you share some examples?

Follow up question: How do you motivate your students to achieve excellence?

6. What obstacle do you encounter in creating excellence in your classroom?

Follow up question: Has this challenge changed or evolved over the years?

7. A great athlete stays in shape and raises his/her excellence (game) by going to the gym. How do you maintain or expand your excellence (game)?
8. How do you maintain your level of motivation?
9. What pitfalls have you made that you would warn emerging excellent teachers to avoid?
10. What other advice do you have for that group?
11. Is there anything else you like to add?

The interviews went according to the defined scheme and there were no problems to report. During the initial contact, the researcher answered any questions or concerns the participants had regarding the interview. The researcher encompassed details about the interview such as what method would be used to record data (i.e.,

recording devices and/or manual note taking) and how participants would remain anonymous.

Creswell (2013) explained qualitative research as defining assumptions by using theoretical frameworks to define a problem. These assumptions are grounded on individual interpretations of the research subject from actual world proficiencies. A qualitative design was selected as the basis for this study to gather significant data that participants' experienced. In qualitative research, clarity is attained when the data acquired from the participants assist to comprehend participants' "experiences and subsequently assist them to identify appropriate commonalities" (Aldiabat & Navenec, 2011, p. 7). Commonalities refer to related attributes that bind together sets of data.

All interview recordings were transcribed deleting all identifiers and recordings were destroyed. Each transcript was examined several times searching for main themes. The themes were then coded according to the previously defined three-step interrater reliability process:

1. Distinctive concepts and categories were recognized from the data, which formed the basic units of analysis. Headings and second level categories were fashioned to separate the data properly. Common themes were merged and bucketed.
2. A panel of doctoral students from Pepperdine University educated in qualitative research was utilized for validity of the results with the purpose of reaching a consensus regarding the coded outcomes. Graphs were generated

based on themes in each question and displayed the frequency in which they occurred.

Data Display

The data was organized by four research questions and presented with each related interview question(s). As the data was analyzed, commonalities formed and a series of common themes materialized. As confidentiality was assured, the data was taken and redacted, thus only bracketed by commonalities. These themes are exhibited via interview questions and subsequent graphs displaying the frequency of each common theme. While there are similarities in themes between interview questions, they are based only on the data collected within each interview question, consequently making them relevant only to that specific question. The research participants were identified only by reference number (i.e., Respondent 1, Respondent 2, etc.) to ensure complete anonymity.

Research question 1. Research question 1 sought to discover what challenges do faculty face in maintaining their excellence in the classroom, utilizing one interview question as follows:

Interview question 6. What obstacle do you encounter in creating excellence in your classroom? Follow up question: Has this challenge changed or evolved over the years? This question developed five common themes: distractions, engagement, pace, relevancy and time management (see Figure 11).

Interview Question 6

N = 15 multiple responses per interviewee

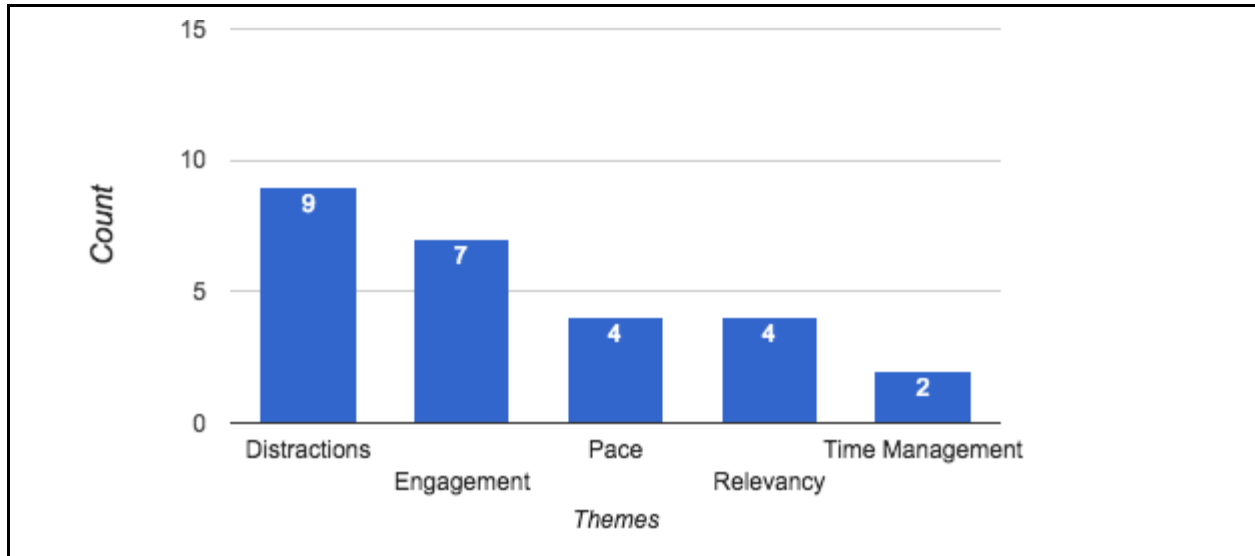


Figure 11. IQ 6: What obstacle do you encounter in creating excellence in your classroom?

Distractions. This research was able to develop a common theme of practices higher education faculty members face as it relates creating excellence in the classroom. Nine respondents shared the theme of distractions. This theme included elements such as, technology, laptops and smart-phones, which were identified by the research participants. Respondent 8 stated that “I feel like the encroachment of technology in the classroom is an ongoing battle, especially with smart-phones” (personal communication, February 22, 2017). Respondent 1 stated that “I’m certainly in favor of advancing technology but of the laptops and other devices can be a distraction and it makes my task a bit difficult maintaining student attention” (personal communication, February 16, 2017).

Engagement. Seven respondents shared another theme of engagement. Respondents shared that student engagement can be an obstacle in creating

excellence in the classroom. Respondent 4 stated, "if students are not engaged, I have to work double or triple time to get them engaged" (personal communication, February 20, 2017). Respondent 4 stated, "Make sure students are fully present and have the time to really invest" (personal communication, February 22, 2017).

Pace. Four respondents shared another theme of pace. Respondents shared that pace can be an obstacle in creating excellence in the classroom. Respondent 9 stated, "I think we move our candidates, students through our programs in too much of a rush program" (personal communication, February 23, 2017). Respondent 7 stated, "Academic overload, with students taking three to four classes a term, while working full-time is a big obstacle" (personal communication, February 22, 2017).

Relevancy. 4 respondents shared a theme of relevancy. Respondents shared that relevancy can be an obstacle in creating excellence in the classroom.

Respondent 5 stated, "I think it's a challenge if you're teaching course material where students come in believing it's utterly irrelevant to their life I am trying to help them to see that there is some relevance to it" (personal communication, February 20, 2017). Respondent 13 stated, "If students cannot relate content to their world, they can have lack of interest" (personal communication, February 26, 2017).

Time Management. Two Respondents shared a theme of time management. Respondents shared that time management can be an obstacle in creating excellence in the classroom. Respondent 5 stated, "If I had an extra day a week to prepare 100% what I would like to do in class, I think the classes would be better. I think I would tailor the videos differently, so time management is an obstacle"

(personal communication, February 20, 2017). Respondent 14 stated, “It takes an incredible amount of time to prepare meaningful lessons and utilization of hours of class time, so time can occasionally be an obstacle” (personal communication, March 2, 2017).

Research question 1 summary. Research question 1 sought to identify, what challenges do faculty face in maintaining their excellence in the classroom? The respondents shared themes of: distractions, engagement, pace, relevancy and time management. Student use of technology such as smart-phones can be a distraction. Student engagement can be challenging. If students are disengaged, the teacher has to work two to three times harder. In addition, the pace of programs can be an obstacle as students move through the program in a rush. Finally, the theme of time management shared that much time is required in developing lessons and more time is occasionally needed.

Research question 2. What strategies do faculty use to maintain their excellence in the classroom? Utilizing five interview question as follows:

- IQ3. How do you create excellence in the classroom?
- IQ4. What tools, techniques, or philosophies do you use?
- IQ5. Can you share some examples?
- Follow up questions: How do you motivate your students to achieve excellence? Has this challenge changed or evolved over the years?
- IQ7. A great athlete stays in shape and raises his/her excellence (game) by going to the gym. How do you maintain or expand your excellence (game)?

- IQ8. How do you maintain your level of motivation?

Interview question 3. How do you create excellence in the classroom? This question identified five common themes: collaboration, preparedness, motivation, community and accountability (see Figure 12).

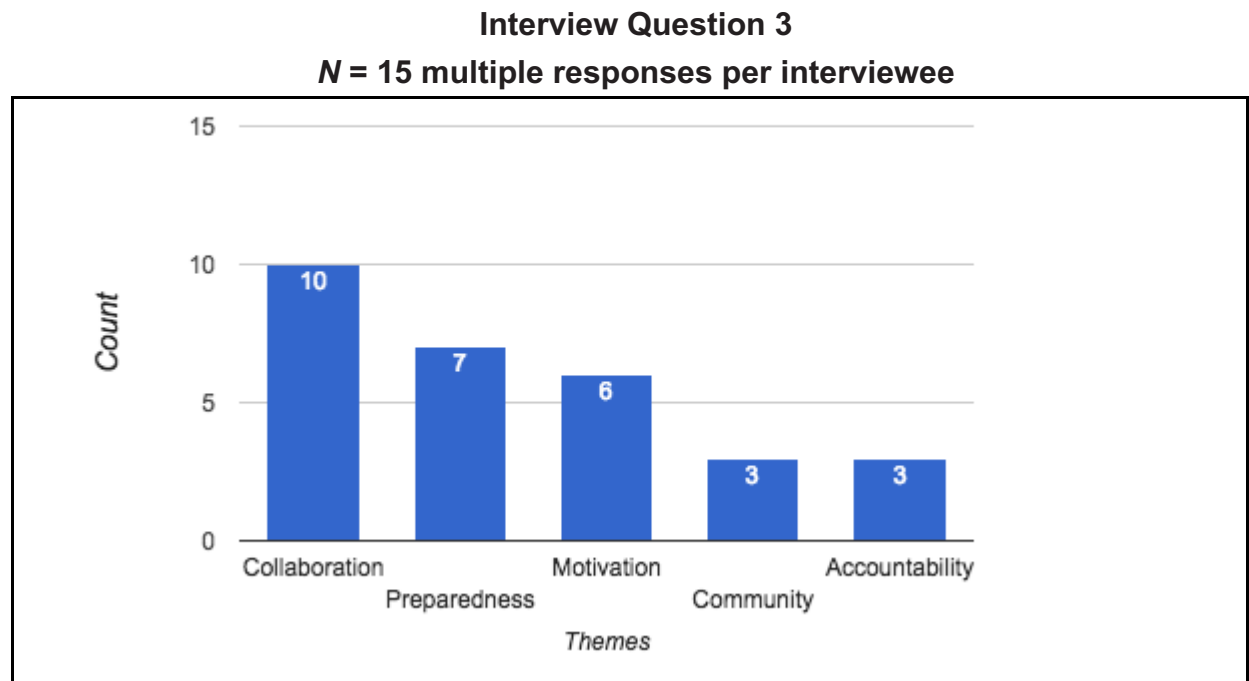


Figure 12. IQ 3: How do you create excellence in the classroom?

Collaboration. This research was able to develop a common theme of practices higher education faculty members utilize to create excellence in the classroom. Eleven respondents shared the theme of collaboration. This theme included elements such as, engagement and knowing your audience, which were identified by the research participants. Respondent 12 stated that “it is important to know the audience that you’re serving, which assist in collaboration” (personal communication, February 25, 2017). Respondent 9 stated that “a good teacher needs to know who their audience is. I may

be teaching a course very differently when I'm teaching another group, because they're two different audiences" (personal communication, February 16, 2017).

Preparedness. Seven respondents shared another theme of preparedness. Respondents shared that higher education faculty should be prepared for class. Respondent 8 stated, "I think students are often amazed when I share with them how much time I have spent in preparing for a class (personal communication, February 22, 2017). Respondent 2 stated, "I try to create excellence in the classroom by being fully prepared before any class session in advance. I like to have a full agenda on the board or in electronic format so that the students know what is expected of them" (personal communication, February 17, 2017).

Motivation. Six respondents shared another theme of motivation. Respondents shared that motivation is a way of creating excellence in the classroom. Respondent 4 stated, "High impact classroom interactions, experiential learning, humor, human connection, respect for cultural diversity, and a deep desire to inspire students is a motivating factor" (personal communication, February 23, 2017). Respondent 7 stated, "You push. You don't accept the first answer. So, my task is always to push beyond the first response" (personal communication, February 22, 2017).

Community. Three respondents shared a theme of community. Respondents shared that community can be a way of creating excellence in the classroom. Respondent 7 stated, "My means of doing that is by beginning with culture and creating a community of learners with a shared responsibility and accountability for a learning and achieving outcomes" (personal communication, February 22, 2017).

Respondent 12 stated, “You must surround yourself with a community of people who are smarter than you in the field of study” (personal communication, February 25, 2017).

Accountability. Three respondents shared a theme of accountability.

Respondents shared that accountability can be a way of creating excellence in the classroom. Respondent 12 stated, “I also create excellence in the classroom by holding students accountable for all assignments and holding them accountable to clear and concise thought processes” (personal communication, February 25, 2017). Respondent 14 stated, “While I love to classroom teach, it is the responsibility of the student to read required course content, so that I may facilitate the learning. Then we go over it in class which holds them accountable to be knowledgeable of readings” (personal communication, March 2, 2017).

Interview question 3 summary. How do you create excellence in the classroom? In summary, five common themes arose as follows: collaboration, preparedness, motivation, community and accountability. It is important to know your audience, be well prepared for classes, push students further than their first response, develop community by surrounding yourself with other intellects smarter than you, and hold students accountable of assigned task.

Interview question 4. What tools, techniques, or philosophies do you use? This question developed five common themes: Active learning, critical thinking, multimodal, experiential learning, and flipped learning (see Figure 13).

Interview Question 4

N = 15 multiple responses per interviewee

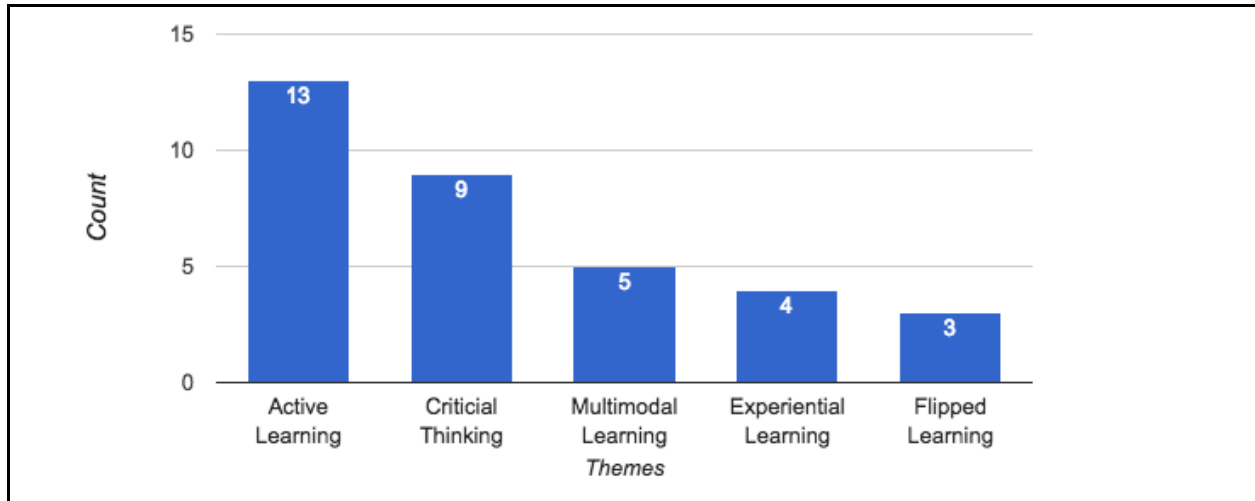


Figure 13. IQ 4: What tools, techniques, or philosophies do you use?

Active learning. Thirteen respondents shared the theme of active learning. This theme included elements such as, collaboration and participatory engagement, which were identified by the research participants. Respondent 2 stated that “participatory engagement sets the stage for community and a collaborative learning experiences. It’s not enough to just transfer content but rather engage with students and make the content reality” (personal communication, February 17, 2017). Respondent 5 stated that “certainly an active learning environment would be one. More recently, I’ve tried to do as much as I can to integrate somewhat the flipped classroom idea, so that they are learning information through reading, they’re learning information through handouts and some lecture, but that most of it is spent on them bringing in their own work. I think if we use a flip model, I could download videos and lectures, I can download materials, I can have them read it, and then most of the course time would be spent actually looking at their own application of it” (personal communication, February 20, 2017).

Critical thinking. Nine respondents shared another theme of critical thinking. Respondent 4 stated, “Educators profess that critical thinking is the most important component of learning, and we’re all told to do it through our schooling, but we are rarely taught how to think critically” (personal communication, February 20, 2017). Respondent 3 stated, “. . . group analysis, brainstorming, innovation and creative ideas. Giving students freedom to critically think and be creative” (personal communication, February 17, 2017).

Multimodal learning. Five respondents shared another theme of multimodal learning. Respondent 2 stated, “Multimodal learning can appeal to many areas of learning and I believe this is meaningful as we work with a diverse population and learning style” (personal communication, February 17, 2017). Respondent 8 stated, “I don’t have a higher order philosophy but my approach is to be very pragmatic and practical” (personal communication, February 22, 2017).

Experiential learning. Four respondents shared the theme of experiential learning. Respondents shared that this learning is from students’ real life experiences or reflection. Respondent 1 stated, “Experiential learning is needed as this allows the student to correlate learning to real life situations or experiences through self-reflection and observation” (personal communication, February 16, 2017). Respondent 13 stated, “Experiential learning allows tangible learning, students can touch the learning as they have already experienced it” (personal communication, February 26, 2017).

Flipped learning. Three respondents shared the theme of flipped learning. Respondents shared that flipped learning is utilized as a teaching philosophy or tool. Respondent 5 stated, “Information is downloaded outside of the classroom and everything inside the classroom is interactional” (personal communication, February 20, 2017). Respondent 14 stated, “Flipped learning allows more time for in class discussion and dialogue of course material” (personal communication, March 2, 2017).

Interview question 4 summary. What tools, techniques, or philosophies do you use? In summary, five common themes arose as follows: Active learning, critical thinking, multimodal, experiential learning, and flipped learning. Participatory engagement sets the stage for community and collaborative learning experiences. Group analysis, brainstorming, innovation and creative ideas, giving students freedom to critically think and be creative should be present. Be very pragmatic and practical as well as the inclusion of experiential learning, which allows students to correlate learning to real life situations or experiences through self-reflection and observation. Finally, it is important to implement a flipped learning style, where information is downloaded outside of the classroom and everything inside the classroom is interactional. This allows more time for in class discussion and dialogue.

Interview question 5. Can you share some examples? Follow up question: How do you motivate your students to achieve excellence? This question developed five

common themes: Group activities, coaching, technology, integrative learning, and looping (see Figure 14).

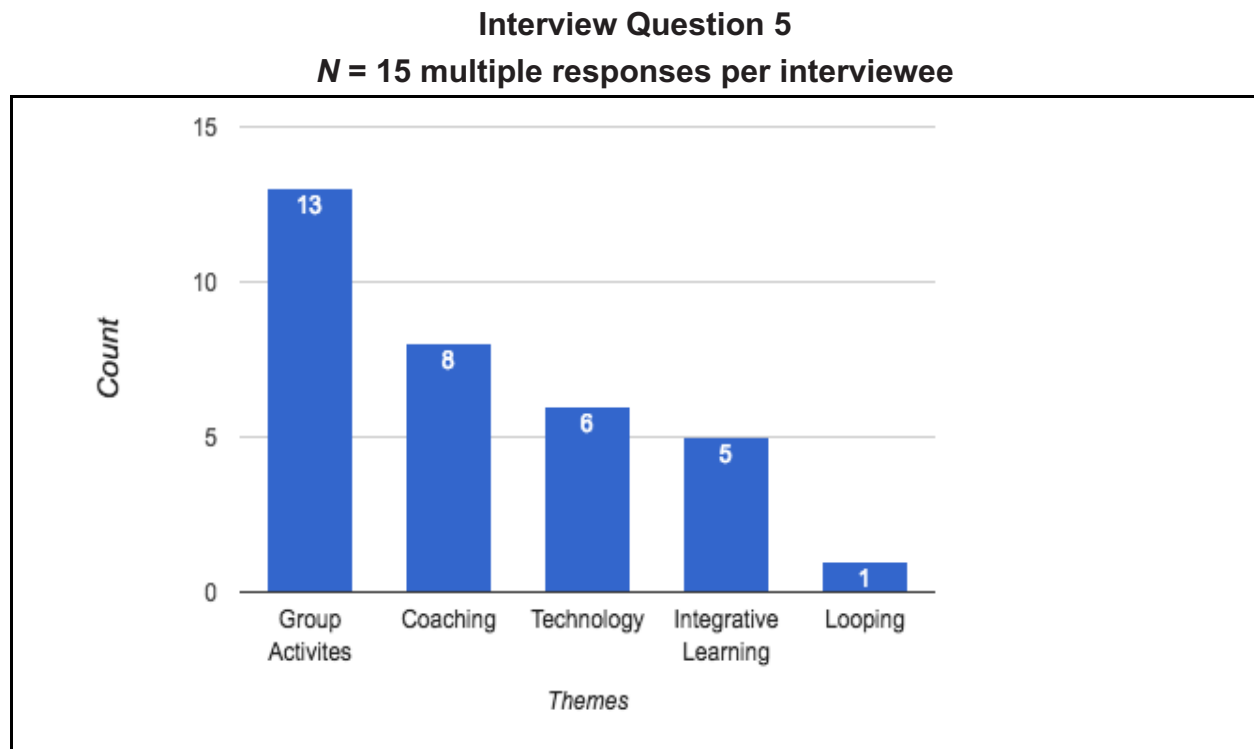


Figure 14. IQ 5: Can you share some examples?

Group activities. Thirteen respondents shared the theme of group activities. This theme included elements such as, breakout sessions and participatory engagement, which were identified by the research participants. Respondent 11 stated that “group activities is essential as it engages students and breaks up lengthy lecture” (personal communication, February 25, 2017). Respondent 5 stated, “Engage the students in activities that aren’t purely cerebral and less information transfer and more talking about application” (personal communication, February 20, 2017).

Coaching. Eight respondents shared another theme of coaching. Respondent 7 stated, “Coaching is critical, I think to be an excellent teacher, you really must be an

effective coach” (personal communication, February 22, 2017). Respondent 1 stated, “It is imperative to have a mentor to navigate the path of higher education” (personal communication, February 16, 2017).

Technology. Six respondents shared another theme of technology. Respondent 2 stated that “technology is a useful tool and I use this to allow students to visualize Learning” (personal communication, February 17, 2017). Respondent 11 stated, “Technology is always advancing and is a great resource for student learning” (personal communication, February 25, 2017).

Integrative learning. Five respondents shared the theme of *integrative learning*. Respondent 6 stated, “I try to ground my pedagogical strategies in a fundamental respect for my learners but that respect is not superficial” (personal communication, February 22, 2017). Respondent 3 stated, “I am motivated when students make the connection with concepts and experiences so that information and skills can be applied” (personal communication, February 17, 2017).

Looping. A respondent shared the theme of looping. Respondent 7 stated, “You’re not spending the beginning of each term just getting to know one another for the first time. Looping just deepens the relationship. It deepens the work” (personal communication, February 22, 2017).

Interview question 5 summary. Can you share some examples? Follow up question: How do you motivate your students to achieve excellence? In summary, five common themes arose as follows: Group activities, coaching, technology, integrative learning, and looping. Group activities are essential as it engages

students and breaks up lengthy lecture. It is imperative to have a mentor/coach to navigate the path of higher education. Technology is important in order for students to visualize learning. Students should be able to make the connection with concepts and experiences so that information and skills can be applied via integrative learning. Finally, looping is essential as the learning spans over multiple terms.

Interview question 7. A great athlete stays in shape and raises his/her excellence (game) by going to the gym. How do you maintain or expand your excellence (game)? This question developed five common themes: staying current, community, intrinsic motivation, extrinsic motivation, and challenging self (see Figure 15).

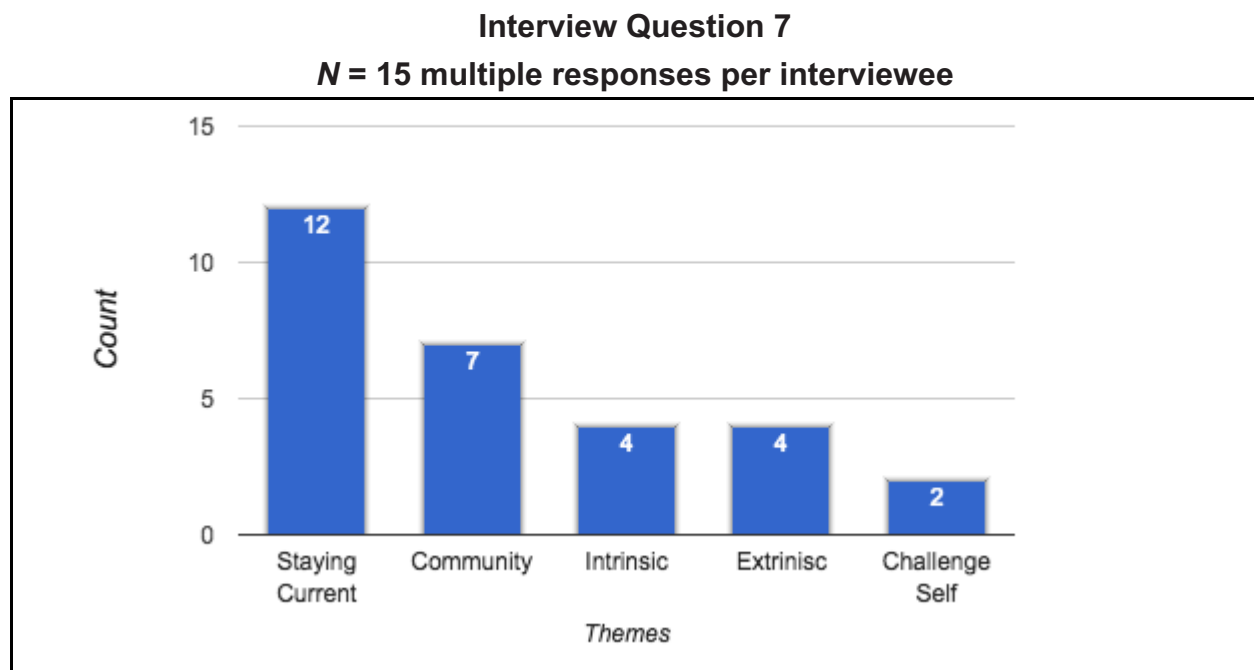


Figure 15. IQ 7: A great athlete stays in shape and raises his/her excellence (game) by going to the gym. How do you maintain or expand your excellence (game)?

Staying Current. Twelve respondents shared the theme of staying current.

Staying up to date and current in one respective field is essential. Respondent 6 stated

that “athletes train around particular skillsets that are useful for their athletic prowess. I’m an academic, I like to hang out in communities where they have running of ideas. It’s where we get challenged” (personal communication, February 22, 2017). Respondent 9 stated that “you definitely have to keep current with the research. You can’t be in this field and not know what the current trends in the field are” (personal communication, February 23, 2017).

Community. Seven respondents shared another theme of community. Respondent 7 shared, “I engage in a community of practice, I have colleagues that are outside of Pepperdine that are doing similar work at different universities (personal communication, February 22, 2017). Respondent 3 stated, “It’s important to surround oneself with peers in the field to keep yourself sharp” (personal communication, February 17, 2017).

Intrinsic motivation. Four respondents shared another theme of intrinsic motivation. Respondent 5 stated, “It really takes an intrinsic motivation to keep increasing the quality of one’s teaching or practice” (personal communication, February 20, 2017). Respondent 14 stated, “There’s an intrinsic motivation or passion within me that wants to work with students, faculty and staff, it’s what I do” (personal communication, March 2, 2017).

Extrinsic motivation. Four respondents shared the theme of extrinsic motivation. Respondent 11 stated, “I’m not putting too much focus on this, however, it is very motivating to receive recognition and awards, it’s nice to be appreciated for your work” (personal communication, February 25, 2017). Respondent 3 stated,

“When you are appreciated by your colleagues, that goes a long way, you feel a part of the community” (personal communication, February 17, 2017).

Challenging self. Two respondents shared the theme of challenging self. Respondent 15 stated, “Practice (continually try to improve), learn from others (observation and collaboration), data gathering (course surveys and student feedback), reflection matching philosophy with practice” (personal communication, March 4, 2017). Respondent 8 stated, “I push myself, trying to find new textbooks, rather than just relying on the same ones that I use for years. I try to take on new courses and teach classes that I never taught before” (personal communication, February 22, 2017).

Interview question 7 summary. Can you share some examples? Follow up question: How do you maintain or expand your excellence (game)? In summary, five common themes arose as follows: staying current, community, intrinsic motivation, extrinsic motivation, and challenging self. It is important to stay up to date in one’s field of expertise to be aware of current trends. Surround yourself with peers in the field to keep sharp. It really takes an intrinsic motivation to keep increasing the quality of one’s teaching or practice. As it relates to extrinsic motivation, it is very motivating to receive recognition and awards and be appreciated for your work. Finally, it is important to challenge oneself to reach higher heights and not become stuck in the same pattern.

Interview question 8. How do you maintain your level of motivation? This question developed five common themes: collegiate collaboration, intrinsic motivation, extrinsic motivation, positivity and staying current. (see Figure 16).

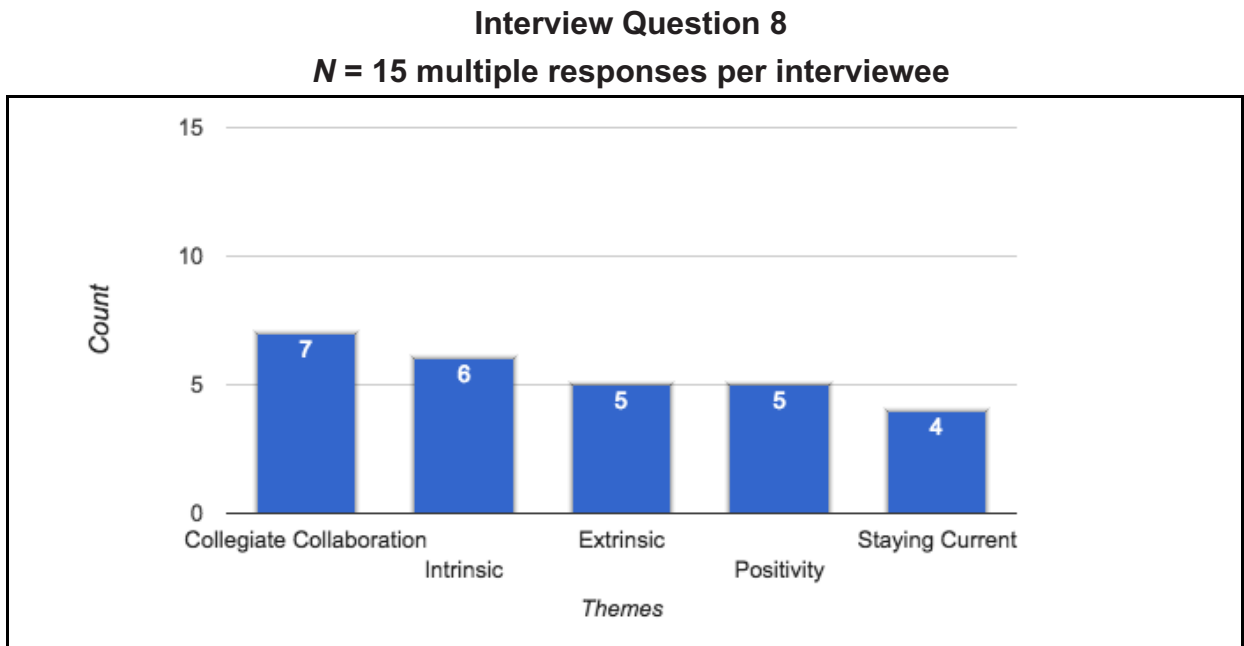


Figure 16. IQ 8: How do you maintain your level of motivation?

Collegiate collaboration. Seven respondents shared the theme of *collegiate collaboration*. Respondent 6 stated that “teaming and collaboration, I find that so much more motivating than teaching in isolation” (personal communication, February 22, 2017). Respondent 1 stated that “collegiate collaboration is meaningful as you can also critique each other” (personal communication, February 16, 2017).

Intrinsic motivation. Six respondents shared another theme of intrinsic motivation. Respondent 15 shared, “Motivation is inherent in service to others. My motivation springs from the awesome responsibility of guiding others in their educational journey” (personal communication, March 4, 2017). Respondent 10 stated,

“I am extremely motivated to be an outstanding teacher” (personal communication, February 24, 2017).

Extrinsic motivation. Five respondents shared another theme of extrinsic motivation. Respondent 11 stated, “When students come back and tell you how you help transform them, it gives a sense of praise and that’s something that you can’t pay for, it’s real and genuine” (personal communication, February 25, 2017). Respondent 8 stated, “The fact that I’ve also received some external recognition from my teaching is also a motivating factor. It recognizes the effort that person is making, it also provides a motivation for other people that want to pursue excellence in teaching and that when people receive the recognition, it’s going to be an additional motivation for them to maintain that same level of excellence” (personal communication, February 22, 2017).

Positivity. Five respondents shared the theme of Positivity. Respondent 3 stated, “Stay positive. See the good and bad situations” (personal communication, February 17, 2017). Respondent 13 stated, “Helping others and seeing others do well motivates me to stay positive” (personal communication, February 17, 2017).

Staying current. Four respondents shared the theme of staying current. Respondent 4 stated, “In addition to updating materials, I try to stay spontaneous and fresh” (personal communication, February 20, 2017). Respondent 9 stated, “Motivation comes when you get to create and develop your own line of inquiry, your own line of research, and that’s what will carry me through” (personal communication, February 23, 2017).

Interview question 8 summary. How do you maintain your level of motivation? In summary, five common themes arose as follows: collegiate collaboration, intrinsic motivation, extrinsic motivation, positivity and staying current. Collegiate collaboration is meaningful as this allows the opportunity to critique one another. Motivation can be an inherent service to others. In addition, receiving some external recognition is also a motivating factor. Positivity speaks to helping others and seeing others do well. Finally, as it relates to staying current, it is important to stay spontaneous and fresh.

Research question 2 summary. Research question 2 sought to identify, what strategies do faculty use to maintain their excellence in the classroom? The respondents shared themes of collaboration, preparedness, motivation, community, accountability, active learning, critical thinking, multimodal, experiential learning, flipped learning, group activities, coaching, technology, integrative learning, looping, staying current, community, intrinsic motivation, extrinsic motivation, challenging self, collegiate collaboration, intrinsic motivation, extrinsic motivation, positivity and staying current.

It is essential to know your audience and collaborate with them. Being fully prepared for class in advance is a significant strategy in maintaining excellence as well as going to class ready and knowledgeable on all material. It is equally important to motivate students and push them beyond the first answer to inspire and motivate deeper thought. In addition, it is equally important to develop a community where faculty can share with one another, have collegiate collaboration and

challenging oneself plays a significant role in strategies to maintain excellence in the classroom. Finally, holding students accountable for required coursework and assignments, utilization of video to break up lecturing, are additional strategies that faculty use to maintain their excellence in the classroom.

Research question 3. Research question 3 sought to discover how do faculty measure their level of excellence in the classroom, utilizing two interview questions as follows:

- IQ 1: What does teaching excellence mean to you?
- IQ 2: How do you measure that excellence – How do you know if you have achieved that?

Interview question 1. What does teaching excellence mean to you?

This question developed five common themes: inspirational, connectedness, creativity, elite and humanistic (see Figure 17).

Inspirational. This research developed a common theme of practices that higher education faculty members have utilized related to best practices in teaching excellence. The most common theme was *inspirational*. This theme included elements such as motivation, transformation, and activation, as identified by the research participants. These elements were common among responses to the question and were repeated throughout the study in response to some interview questions. Respondent 6 stated that “a good teacher is not someone who conveys content, but who activates and animates people’s quest for learning, insight, new ways of putting together old bits and pieces of information” (personal communication, February 22, 2017).

Interview Question 1
N = 15 multiple responses per interviewee

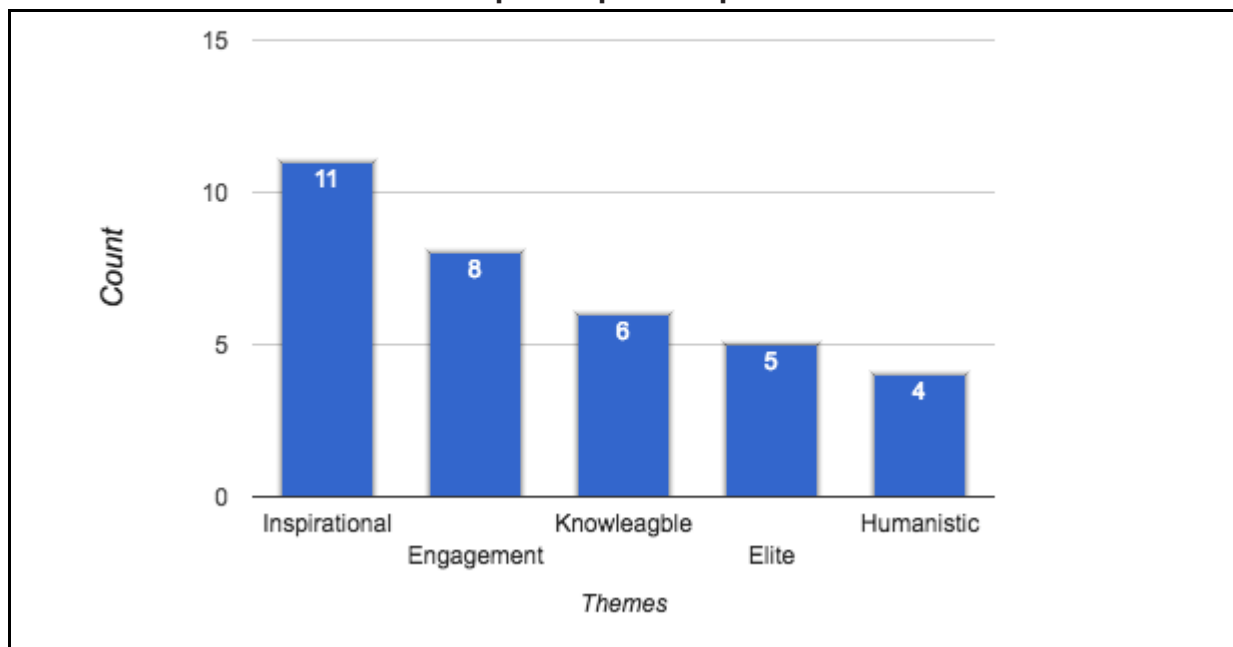


Figure 17. IQ 1: What does teaching excellence mean to you?

Respondent 8 stated that “creating a strong environment in the classroom, and then trying to identify some strategies that will help bring out the best from the students” (personal communication, February 22, 2017). Respondent 14 stated that “when an individual is activated to achieve and expand their mindset, excellence is in the air” (personal communication, March 2, 2017). Eleven respondents shared commonalities with the inspirational theme.

Engagement. Eight respondents shared another theme of engagement. Respondents shared that student engagement correlates with teaching excellence. Respondent 5 stated, "Excellence in teaching always concerns the nature of developing relationships and facilitating learning students" (personal communication,

February 20, 2017). When discussing engagement, respondents shared that it is essential to have a rapport with students, which helps promote teaching excellence.

Knowledgeable. Respondents also shared a theme of being “knowledgeable”. Respondent 9 stated, “I think teaching excellence is not only being knowledgeable about their craft, but knowing the content and our experts in the field” (personal communication, February 23, 2017). Respondent 3 stated that “knowledge is actually power, and if I can pass that knowledge along to students and they get it, that’s excellence to me” (personal communication, February 17, 2017).

Elite. Five respondents shared a theme of being *elite*. Respondents felt they being a cut above exhibits excellence. Respondent 12 stated, “T=Going over and beyond the norms in teaching so students really internalize the learning” (personal communication, February 25, 2017). Respondent 5 stated, “Excellence is being at the top of your game of the subject area” (personal communication, February 20, 2017).

Humanistic. Four respondents shared a theme of being humanistic. Respondents also shared that exhibiting humor, love and care are humanistic approaches for excellence in teaching. Respondent 2 stated, “An excellent teacher will care for their students and be concerned about them” (personal communication, February 20, 2017).

Interview question 2. How do you measure that excellence? How do you know if you have achieved that? This question developed four common themes: assessment, student performance, connectedness, and self-reflection (see Figure 18).

Interview Question 2
N = 15 multiple responses per interviewee

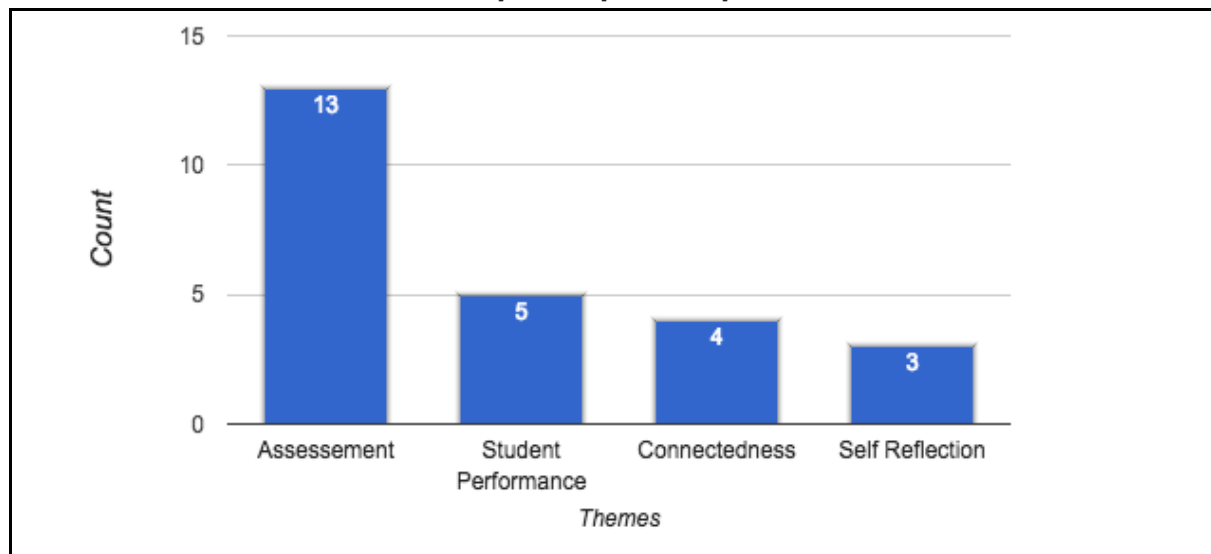


Figure 18. IQ 2: How do you measure that excellence? How do you know if you have achieved that?

Research question 3 summary. Research question 3 sought to identify, how do faculty measure their level of excellence in the classroom? The respondents shared themes of inspirational, engagement, knowledgeable, being an elite educator, humanistic values, assessment, student performance, connectedness, and self-reflection which cohesively shared their ideas of teaching excellence. Respondents shared that teaching excellence means to inspire and motivate students, be engaging and not love the content more than the students. Excellence in teaching means to be elite and knowledgeable in one's respective field, assessing and doing self-reflection.

Interview question 9. What mistakes have you made that you would warn emerging excellent leaders to avoid? This question developed five common themes: unprepared, lengthy teaching, self-care, stay current and stuck in a rut (see Figure 19).

Interview Question 9

N = 15 multiple responses per interviewee

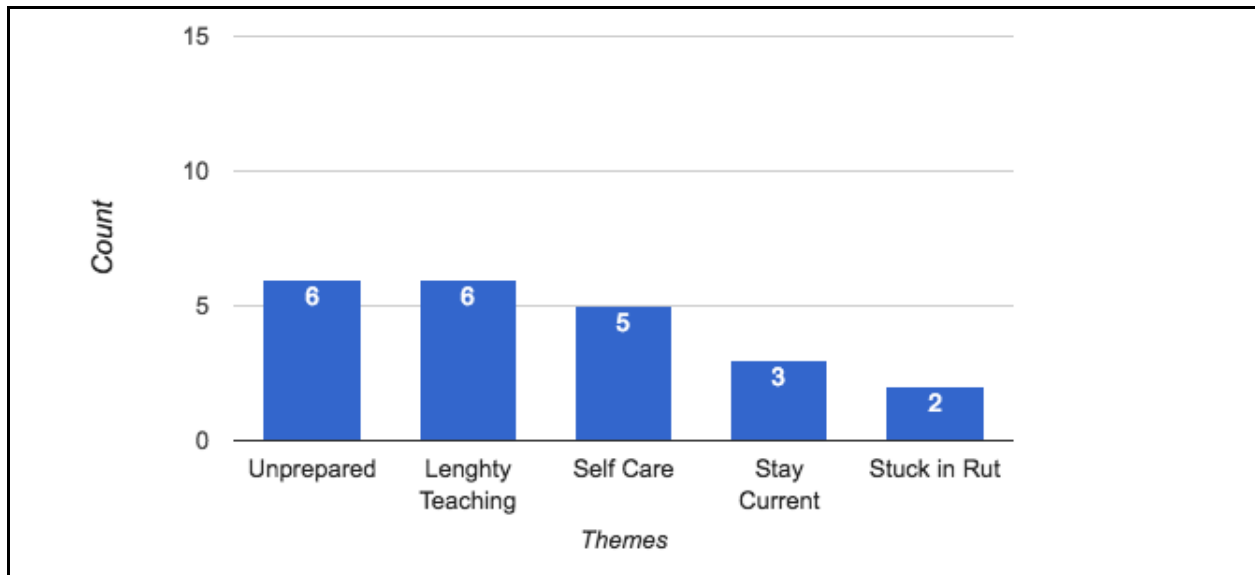


Figure 19. IQ 9: What mistakes have you made that you would warn emerging excellent leaders to avoid?

Unprepared. Six respondents shared the theme of unprepared. Respondent 4 stated, “I’ve always been really organized but have helped emerging teachers and I encourage them to be absolutely as prepared as possible from the first lecture. Don’t try to improvise too much when you’re starting out as a teacher. No what you want to say, Know the material, if you say anything out loud in class, anything, be prepared that a student is probably going to ask you about that, especially the stuff you don’t really know about. If you don’t really know something, don’t say it. Seriously, don’t try to wing it. You really need to know it” (personal communication, February 20, 2017). Respondent 9 stated, “First and foremost, know your content” (personal communication, February 23, 2017).

Lengthy teaching. Six respondents shared another theme of lengthy teaching. Respondent 1 shared, “Don’t over teach. Teaching too long allows your class to drift,

break up the lecture with other things, such as video or student discussion” (personal communication, February 16, 2017). Respondent 15 stated, “My early missteps include trying too hard to teach (more focused on content than the students) and neglecting the dynamic learning relationship with students. A teacher seeking excellence should avoid these pitfalls” (personal communication, March 4, 2017).

Self-care. Five respondents shared another theme of Self-care. Respondent 5 stated, “I think work/life balance is really important, we think of self-care as actually an ethical requirement” (personal communication, February 20, 2017). Respondent 9 stated, “Don’t spread yourself out to thin” (personal communication, February 23, 2017).

Staying current. Three respondents shared the theme of staying current. Respondent 11 stated, “Stay current and relevant in your field as things can change” (personal communication, February 25, 2017). Respondent 13 stated, “Sometimes we are not the sharpest knife in the drawer; surround yourself with a community of people where you stay in the know” (personal communication, February 26, 2017).

Stuck in rut. Four respondents shared the theme of being stuck in rut. Respondent 8 stated, “Don’t get stuck in a rut, staying with the same information, or staying with the same approach to teaching for too long. I think there is a temptation once you’ve been teaching for a while to just think, well this works, it’s worked for a number of years, so I’ll just keep doing the same thing. I think that can create a boredom factor for the faculty” (personal communication, February 22, 2017). Respondent stated, “I would avoid getting into a slump of repeating the

same approach or delivery. While classes may have many similarities, I find that each class has a different way of operating” (personal communication, February 16, 2017).

Interview question 10. What other advice do you have for that group? This question developed five common themes: Love what you do, be prepared, find a mentor, secure grants and writing (see Figure 20).

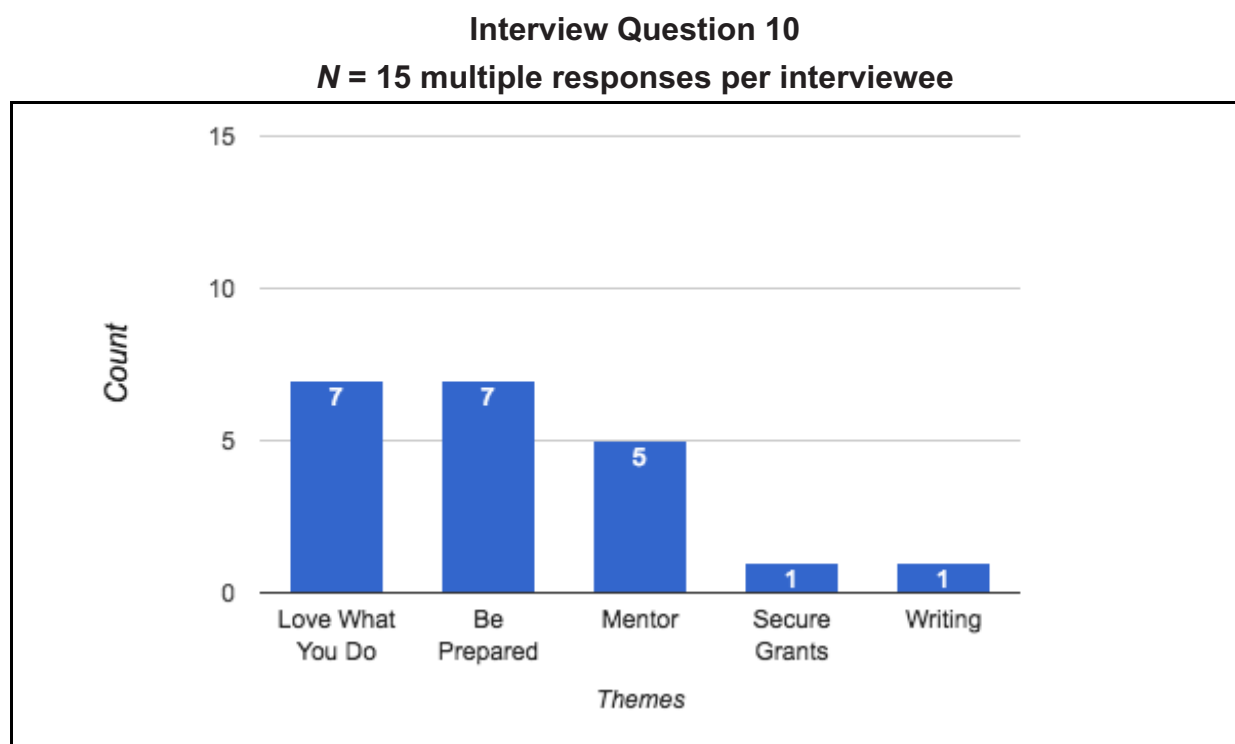


Figure 20. IQ 10: What other advice do you have for that group?

Love what you do. Seven respondents shared the theme of love what you do. Respondent 5 stated, “Love what you do. Do some self-reflection. If you like the teaching process, then get engaged, be at a university or school where you can fully do that, and if you don’t like teaching, get in a situation where you’re just doing research or vice versa” (personal communication, February 20, 2017). Respondent 15 stated that

“as educators, we need to understand that most learning is social, situated in real life and motivated by relationships. The experience should feel more like being accepted into a professional learning network with authentic relationships to support success.

It has been my experience that many teachers feel the need to be in control. Control of another’s learning is an illusion. One can control a classroom but that is typically antithetical to learning. My advice for all teachers is to let go of the need for control. Be realistic about what is possible and how learning works. Model learning for students and become a guide and an awakener” (personal communication, March 4, 2017).

Be prepared. Six respondents shared another theme of being prepared. Respondent 14 shared, “Please, please, please, be prepared. Do not teach blindly” (personal communication, March 3, 2017). Respondent 11 stated. “An excellent teacher is prepared and ready to instruct and inspire” (personal communication, February 25, 2017).

Find a mentor. Five respondents shared another theme of finding a mentor. Respondent 8 stated, “Find a mentor. When you first get started in teaching it’s overwhelming to take on that task and take on these courses. You’re having to figure out a lot of things on your own, and this is advice not just for that group but it’s correspondingly advice for academic settings, that I think we need to do a better job of taking new faculty members and finding mentor ship relationships with those who have been doing it for a longer period of time” (personal communication, February 22, 2017).

Respondent 1 stated, “Find a good mentor that knows the terrain, that has been there and done that before” (personal communication, February 16, 2017).

Secure grants. One respondents shared the theme of securing grants.

Respondent 9 stated, “Make sure that you spend some time in securing some grass and mentoring your students, because those kinds of experiences is really what’s going to carry them through” (personal communication, February 23, 2017).

Respondent 13 stated, “Sometimes we are not the sharpest knife in the drawer, surround yourself with a community of people where you stay in the know” (personal communication, February 26, 2017).

Write. One respondent shared the theme of writing. Respondent 8 stated, “Take some time early on to do writing and not wait so long to do so” (personal communication, February 22, 2017).

Interview question 11. Is there anything else you like to add? This question developed five common themes: relatedness, teach/passion, community, mentor, and technology (see Figure 21).

Relatedness. Three respondents shared the theme of relatedness. Respondent 1 stated that “just know that you should connect and relate to your students. If they know that you care, there will be a greater return” (personal communication, February 16, 2017). Respondent 15 quoted Barbara Harrell Carson’s *Thirty Years of Stories* (1996), stating that “students learn what they care about, from people they care about and who, they know, care about them” (personal communication, March 4, 2017).

Interview Question 11

N = 15 multiple responses per interviewee

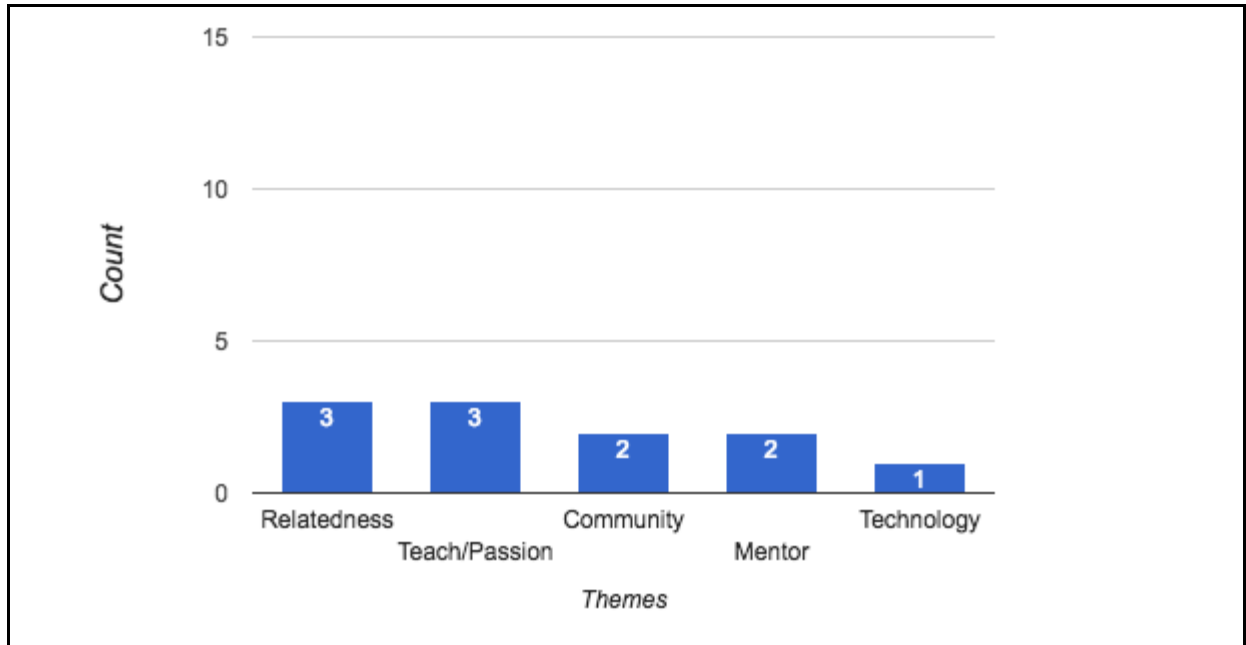


Figure 21. IQ 11: Is there anything else you like to add?

Teach/passion. Six respondents shared another theme of teach/passion.

Respondent 4 stated, “Be passionate about teaching, It’s essential, It’s infectious.

When a teacher is really enthusiastic about the material, in more important about the process of learning, I find that in general it really doesn’t inspire students” (personal communication, February 20, 2017). Respondent 14 stated, “Teach passionately, and remember this is the first time students are hearing this, so teach passionately” (personal communication, March 2, 2017).

Community. Two respondents shared another theme of community. Respondent 5 stated, “Surround yourself with people that are sharing in this unified mission” (personal communication, February 20, 2017). Respondent 12 stated, “Along with mentorship, make sure you are engaged with community” (personal communication, February 25, 2017).

Mentor. Two respondents shared the theme of mentor. Respondent 3 stated, “I probably would not have made it this far without my mentor teaching and coaching me. So, make sure you have a mentor” (personal communication, February 17, 2017). Respondent 11 stated, “It is essential that you have a mentor to help cultivate you” (personal communication, February 26, 2017).

Technology. A respondent shared the theme of technology. Respondent 8 stated, “Make sure to break up lecture with some type of video” (personal communication, February 22, 2017).

Research question 4 summary. Research question 4 sought to identify, what recommendations do faculty have to newer faculty? The respondents shared themes of relatedness, teach/passion, community, mentor, technology, love what you do, be prepared, find a mentor, secure grants, writing, unprepared, lengthy teaching, self-care, stay current and stuck in a rut. Respondents shared that faculty should have relatedness with their students, and teach with energy and passion. Teachers should have a mentor to help navigate the terrain of higher education. Teachers should find themselves doing lengthy teaching. Do not get stuck in a rut, be creative and stay current.

Chapter 4 Summary

The purpose of this descriptive phenomenological study was to develop an understanding of best practices utilized in higher education faculty motivation. Fifty-four main themes emerged with the top three themes of assessment, active learning, staying current, group activities, and being inspirational, ranked highest amongst

themes. Many other themes such as collaboration, engagement, critical thinking, and motivation was significant in the overall scheme of teaching excellence. Charts were used to visualize the ranking of themes gathered through 11 interview questions.

Chapter 5: Conclusions and Recommendations

As discovered in the literature review, intrinsic and extrinsic motivation can fuel an individual to do what they do. Through these motivations, excellent teachers in higher education shared views and opinions through interview questions which left a road map with insight into the best practices in higher education faculty motivation. This insight shared perspectives of excellence in teaching as well as the pitfalls that emerging excellent teachers should avoid.

This chapter discusses the conclusions and recommendations of the study. A summary of the study will be presented along with a discussion of the findings and a look at implications for a variety of groups. In addition, recommendations for future research will be shared and the chapter will conclude with final thoughts regarding the study.

Summary of the Study

This study employed a qualitative research design with a phenomenological approach, which is used to study the significance of human experiences from the perspective of the individual who lived the experience (Locke et al., 2007; Moustakas, 1994). The researcher undertook this study with the goal of understanding best practices utilized in the best practices in higher education faculty motivation. The participants were asked to assist in identifying the challenges and successes they have experienced which lead them to receive an award and recognition as a recipient of Pepperdine University's Howard A. White Award.

Fifteen interview participants were selected via a purposive sampling method with a maximum variation sampling to discover common patterns throughout the participants' experiences. This method was considered to be a valuable practice as it fashioned themes to develop from heterogeneity (Isaac & Michael, 1995; McMillan & Schumacher, 2009).

In order to answer the four research questions, an interview protocol was created and later validated by two Pepperdine doctoral candidates who served as inter-raters, as well as a panel of experts. The interviews consisted were semi-structured with the 15 participants.

Raw data was collected through the form of interview transcripts, which were then transcribed from recordings of audio. Upon the transcripts being coded, themes starting taking form. Inter-raters were significant to this study as they assisted in strengthening the reliability of the study. The results of the coding were examined by the researcher who then presented them to the inter-raters to further examine and offer edits and suggestions. The results of the analyses were associated to recommended themes, which were determined and approved. Finally, these findings were presented in Chapter 4.

Study Results

The goal of this study was to identify best practices in higher education faculty motivation. Chapter 2 contained a review of the literature with the purpose of understanding the present body of knowledge. Chapters 3 and 4 offered the framework and gathered data in this qualitative study. The literature review acknowledged various

themes that were the focal point of previous analysts and authors. The literature review endeavored to understand the many different facets of motivation. After interviewing the participants, it was clear that intrinsic motivation plays an enormous role in teaching excellence. This type of motivation resides within an individual and is not produced by external factors such as money or praise. The researcher aligns this idea to Maslow's (1934) hierarchy of needs and self-efficacy, with the intention of crystallizing motivating factors such as intrinsic motivation. Some respondents shared overarching thought that intrinsic motivation drives them to teach passionately and offer students excellent learning, teaching and engagement. These excellent teachers do not stop at the first answer but push students to deeper thought and inquiry. While intrinsic motivation is evident, participants shared that extrinsic motivation plays a role as well. Participants shared that receiving recognition for their work inspired their continued efforts. The extrinsic motivation made participants feel appreciated and supported the notion of their work being valued. The extrinsic motivation offers additional support that aligns with internal influence and self-efficacy. As stated in the literature review, the theory of internal influence is self-efficacy theory (Walker & Symons, 1997). Self-efficacy offers the sense of feeling effective and competent.

This qualitative study was fashioned to collect direct information on the practices higher education faculty motivation from excellent teachers who have experienced this teaching excellence. The following research questions were developed to gather the necessary information from excellent teachers. Each question was answered by utilizing supporting interview questions, as shared in Chapter 4.

- RQ 1: What challenges do faculty face in maintaining their excellence in the classroom?
- RQ 2: What strategies do faculty use to maintain their excellence in the classroom?
- RQ 3: How do faculty measure their level of excellence in the classroom?
- RQ 4: What recommendations do faculty have to newer faculty

Key Findings

The findings of this study were focused on the recipients of Pepperdine University's Howard A. White award, so that emerging or current teachers may consider following the same path of these excellent teachers. Throughout the succeeding sections, findings of the study will be reviewed. In addition, particular themes stood out in individual research questions.

Results for research question one. Research question 1 asked, what challenges do faculty face in maintaining their excellence in the classroom, was answered comprehensively by using one key interview question. The results yielded an overwhelming focus on distractions and engagement. The excellent teachers expressed the main challenge for maintaining their excellence in the classroom was technology (smart-phones, laptops, electronic devices), as these items made the teacher have to work double or triple times harder to maintain student attention. Other respondents expressed that while they are in favor of advancing technology, and they do utilize technology in the classroom, other technology is still a competitor in the classroom. In addition, participants expressed that engagement was a challenge in

maintaining excellence in the classroom. If students are distracted, then they're most likely not engaged which creates a disconnect and can be a barrier in creating excellence in the classroom. In the same manner, pace, relevancy, and time management were themes from this study that shared participants' perspectives of students moving through the program too fast, course material being relevant to student life, and managing time to be creative in teaching excellence. The findings from interview question 6 addressed research question one. The respondents shared themes of: distractions, engagement, pace, relevancy and time management.

Results for research question two. Research question two asked, what strategies do faculty use to maintain their excellence in the classroom? To answer this question, interview questions three, four, five, seven and eight were asked.

- IQ3. How do you create excellence in the classroom?
- IQ4. What tools, techniques, or philosophies do you use?
- IQ5. Can you share some examples?
- Follow up questions: How do you motivate your students to achieve excellence? Has this challenge changed or evolved over the years?
- IQ7. A great athlete stays in shape and raises his/her excellence (game) by going to the gym. How do you maintain or expand your excellence (game)?
- IQ8. How do you maintain your level of motivation?

The respondents shared themes of collaboration, preparedness, motivation, community, accountability, active learning, critical thinking, multimodal, experiential learning, flipped learning, group activities, coaching, technology, integrative

learning, looping, staying current, community, intrinsic motivation, extrinsic motivation, challenging self, collegiate collaboration, intrinsic motivation, extrinsic motivation, positivity, and staying current.

It is essential to know your audience and collaborate with them. Being fully prepared for class in advance is a significant strategy in maintaining excellence as well as going to class ready and knowledgeable on all material. It is equally important to motivate students and push them beyond the first answer to inspire and motivate deeper thought. In addition, it is equally important to develop a community where faculty can share with one another, have collegiate collaboration and challenging oneself plays a significant role in strategies to maintain excellence in the classroom. Finally, holding students accountable for required coursework and assignments, utilization of video to break up lecturing, are additional strategies that faculty use to maintain their excellence in the classroom.

Results for research question three. Research question three asked, how do faculty measure their level of excellence in the classroom? The respondents shared themes of inspirational, engagement, knowledgeable, being an elite educator, humanistic values, assessment, student performance, connectedness, and self-reflection which cohesively shared their ideas of teaching excellence. Respondents shared that teaching excellence means to inspire and motivate students, be engaging and not love the content more than the students. Excellence in teaching means to be elite and knowledgeable in one's respective field, assessing and doing self-reflection.

Results for research question four. Research question four asked, what recommendations do faculty have to newer faculty? The respondents shared themes of: relatedness, teach/passion, community, mentor, technology, love what you do, be prepared, find a mentor, secure grants, writing, unprepared, lengthy teaching, self-care, stay current and stuck in a rut. Respondents shared that faculty should have relatedness with their students and teach with energy and passion. Teachers should have a mentor to help navigate the terrain of higher education. Teachers should find themselves doing lengthy teaching. Do not get stuck in a rut, be creative and stay current.

Implications of the Study

As the study started to come to a close, it was apparent that many implications from it will be advantageous to novice or current higher education faculty members who desire to be an excellent educator. The findings from this study can offer instructions and guidelines to consider in determining the best practices of higher education faculty motivation. The study's findings are aligned with present theories as it relates to leadership (Flanders, 2008); employing leadership theories, such as transformational and situational leadership (Hersey, 1984; Judge & Piccolo, 2004).

Mentorship was highly recognized while interviewing participants. Therefore, if novice and current educators desire to become excellent educators, they must have a mentor. The mentor displays the do's and don'ts of higher education teaching and lays out a path that may dodge the pitfalls that are on the road to excellent teaching. These best practices in higher education faculty motivation can be learned in shadowing

educators and observing their classrooms. The shadowing and observation can be done over multiple courses, as each class is different. One class's social environment may differ from the next, therefore it is important observe the different nuances of each class.

Implications for newer faculty. Within the study, a purposeful question was asked of interview participants regarding what recommendations do faculty have to newer faculty. The aim of this inquiry was to construct a comprehensive guide list to serve as a substantive takeaway from this study where individuals can place into action. The wealth of knowledge shared by the interview participants were invigorating and meaningful. In addition, from responses provided for the remaining 10 questions, many key statements arose that were also deemed advantageous for teachers. These reflections were amalgamated into the following framework:

- Respondent 9 stated that “a good teacher needs to know who their audience is. I may be teaching a course very differently when I’m teaching another group, because they’re two different audiences” (personal communication, February 16, 2017).
- Respondent 4 stated, “High impact classroom interactions, experiential learning, humor, human connection, respect for cultural diversity, and a deep desire to inspire students is a motivating factor” (personal communication, February 23, 2017). Respondent 7 stated, “You push. You don’t accept the first answer. So, my task is always to push beyond the first response” (personal communication, February 22, 2017).

- Respondent 12 stated, “You must surround yourself with a community of people who are smarter than you in the field of study” (personal communication, February 25, 2017).
- Respondent 2 stated that “participatory engagement sets the stage for community and a collaborative learning experiences. It’s not enough to just transfer content but rather engage with students and make the content reality” (personal communication, February 17, 2017).
- Respondent 3 stated, “Group analysis, brainstorming, innovation and creative ideas, giving students freedom to critically think and be creative” (personal communication, February 17, 2017).
- Respondent 2 stated, “Multimodal learning can appeal to many areas of learning and I believe this is meaningful as we work with a diverse population and learning style” (personal communication, February 17, 2017).
- Respondent 5 recommended “engage the students in activities that aren’t purely cerebral and less information transfer and more talking about application” (personal communication, February 20, 2017).
- Respondent 7 stated, “Coaching is critical, I think to be an excellent teacher, you really must be an effective coach” (personal communication, February 22, 2017).
- Respondent 1 stated, “It is imperative to have a mentor to navigate the path of higher education” (personal communication, February 16, 2017).

- Respondent 6 stated, “I try to ground my pedagogical strategies in a fundamental respect for my learners but that respect is not superficial” (personal communication, February 22, 2017).
- Respondent 3 stated, “I am motivated when students make the connection with concepts and experiences so that information and skills can be applied” (personal communication, February 17, 2017).
- Respondent 6 stated that “athletes train around particular skillsets that are useful for their athletic prowess. I’m an academic, I like to hang out in communities where they have running of ideas. It’s where we get challenged” (personal communication, February 22, 2017).
- Respondent 9 stated that “you definitely have to keep current with the research. You can’t be in this field and not know what the current trends in the field are” (personal communication, February 23, 2017).
- Respondent 3 stated, “It’s important to surround oneself with peers in the field to keep yourself sharp” (personal communication, February 17, 2017).
- Respondent 14 stated, “There’s an intrinsic motivation or passion within me that wants to work with students, faculty and staff, it’s what I do” (personal communication, March 2, 2017).
- Respondent 11 stated, “I’m not putting too much focus on this, however, it is very motivating to receive recognition and awards, it’s nice to be appreciated for your work” (personal communication, February 25, 2017).

- Respondent 15 stated, “Practice (continually try to improve), learn from others (observation and collaboration), data gathering (course surveys and student feedback), reflection matching philosophy with practice” (personal communication, March 4, 2017).
- Respondent 6 stated that “teaming and collaboration, I find that so much more motivating than teaching in isolation” (personal communication, February 22, 2017).
- Respondent 15 shared, “Motivation is inherent in service to others. My motivation springs from the awesome responsibility of guiding others in their educational journey” (personal communication, March 4, 2017).
- Respondent 10 stated, “I am extremely motivated to be an outstanding teacher” (personal communication, February 24, 2017).
- Respondent 3 stated, “Stay positive. See the good and bad situations” (personal communication, February 17, 2017).
- Respondent 13 stated, “Helping others and seeing others do well motivates me to stay positive” (personal communication, February 17, 2017).

Implications for higher education institutions. In addition to the best practices in higher education faculty motivation, this study was conducted with higher educational institutions in mind. Identifying the motivational stimuli of higher education faculty is significant, as it will allow prospective educators to see things through a different lens within the higher educational setting. This knowledge can be beneficial

for prospective educators, wherein they can obtain knowledge to identify and account for the pros and cons of higher education. With respect to an individual's career motivation, career stages may affect higher education educators' motivations. The researcher would admonish higher educational institutions to consider the results of this study when deciding effective strategic initiatives that can be applied to facilitate the success of novice and current educators. In addition to career segments, individuals can go through other events in life that may very well have an effect on one's motivation. This can include personal family challenges, unexpected change within a university, and contractual issues. While all aspects the aspects of this study are significant, from an institutional lens, recommendations to utilize are as follows.

Training programs for novice educators. Throughout this study, the idea of being certain to have a mentor continued to arise. Therefore, institutions can consider providing a training program focused on novice educator mentorship. The structure of such a program can be decided by the leaders of the institution to make certain the culture and spirit of the university remains intact. However, the program should be focused on newer faculty transitioning into higher education. In addition, a specific time should be designated to share an open discussion about the terrain and politics of higher education. Having this insight of transparency is critical for new emerging teachers.

Mentorship initiatives. Mentorship programs are suggested so that novice educators have someone to share with and show pitfalls along with assessing and critiquing. The program could be a stand-alone or embedded in the initial training

program. The mentoring program would offer both flexibility and structure. The structure would offer participants a mentoring strategic plan to follow to achieve productive learning that aligns with excellent teaching. Flexibility is necessary as participants have individual needs. The initial design could be as follows:

- university faculty mentoring program: mandatory session
- mentoring style: traditional
- connection: groups and in class session
- connection duration: weekly or monthly single sessions.
- community: exceeding formal mentoring, reporting needs and tracking

Study Conclusion

The conclusions of this study are based upon study data collected from interviews with 15 participant recipients of Pepperdine University's Howard A. White award, which are former or current faculty members. The faculty members in this study are mostly grounded from an intrinsic motivation space, and desire to maintain excellence in teaching. The 15 participants answered 11 interview questions along with a few follow-up questions. The participants have a passion to teach as they have dedicated expertise in their areas and some are motivated by intrinsic, extrinsic rewards, and strive for a level of teaching excellence by staying current in the field, putting students first and having their best interest in mind.

However, with the excellent teaching, challenges arise and it is essential to reflect on the challenges teachers face as they try to offer excellence students. For newer faculty in higher education, the information shared can assist them in navigating

through higher education knowing the pitfalls and barriers that may impede one's desire to be an excellent teacher. Additionally, there are significant internal and external opportunities to assist newer faculty in transitioning higher education via mentorship. To be an excellent teacher, one must have a mentor. Mentors play a pivotal role especially with critical thinking and decision-making. Mentors can prove to be very valuable to newer and current teachers. Furthermore, these mentors possess experience of being the new person on the block and understands the terrain of higher education. Therefore, emerging excellent teachers can utilize those experiences as transferable skillsets to transition into a teaching position within a university.

Recommendations for Future Research

While this research offered advantageous knowledge to the field of higher education, many global opportunities are available for future research focused on this topic. In addition, newer faculty should receive training on andragogical factors, as this allows teachers to make students the main focal point and builds relationships, which in turn constructs a more successful learning atmosphere for students. This form of training would be advantageous to current faculty, as they may not be accustomed to teaching in this manner. Listed subsequently are recommendations for future study regarding the best practices in higher education faculty motivation.

1. Conduct a comparable study, considering the utilization of excellent teachers at universities and community colleges and/or internationally.

2. Expand the population to incorporate mentors that promote excellence in teaching.
3. Conduct a comparable study examining the setting from a quantitative perspective.
4. Focus on newer faculty transitioning into teaching roles to discover what effective transition initiatives are best practices.
5. Consider how the results of this study could transfer into a separate program for newer faculty at institutions of higher education.

Final Thoughts

This study was of particular interest as the researcher has witnessed excellent teachers and teachers performing at a lower level in higher education. Both can add or take away valuable thought processes as it relates to higher. Additionally, as stated in the findings, educators have entered into the field of higher education without any knowledge of best practices.

In the field of higher education, new and current faculty should consider learning creative and innovative ideas to stir the curiosity of learners. Teachers should inspire and motivate students to dig deeper and not settle for first answers. If an individual desires to be an excellent teacher, he or she must do what excellent teachers do and learn from mistakes and pitfalls. The path has been laid to be an excellent teacher. As the researcher is passionate about this study, it is anticipated that the researcher will conduct additional expanded studies in this area to add value to existing literature and best practice initiatives in higher education.

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APPENDIX A

Pepperdine University IRB Approval Notice



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 31, 2017

Protocol Investigator Name:

Lonnie McNamee Protocol #:

16-09-393

Project Title: Best Practices in Higher Education

Faculty Motivation School: Graduate School of

Education and Psychology

Dear Lonnie McNamee:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event.

Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

APPENDIX B

Informed Consent Form

PEPPERDINE UNIVERSITY

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

BEST PRACTICES IN HIGHER EDUCATION FACULTY MOTIVATION

You are invited to participate in a research study conducted by Lonnie McNamee and Farzin Madjidi, Ed.D. at Pepperdine University, because you are an higher education exemplary faculty member with at least 10 years of teaching experience. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of this study is to determine the best practices in motivation and strategies that are employed by exemplary higher education faculty members within Southern California area. Additionally, the study seeks to identify various challenges faculty faced in implementing leadership practices and strategies within their field of expertise. The study also seeks to identify how exemplary faculty members measure the success of motivation. This study seeks to identify recommendations of the aforementioned faculty, for implementing leadership strategies and practices within their profession.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to:

1. Review the interview questions that are provided by the principal researcher.
2. Review Pepperdine University's informed consent form.
3. Verbally respond in a face-to-face interview to 11 qualitative interview questions.

access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

4. Review and approve your responses to the interview questions after your responses have been transcribed.

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include nothing more than is involved with an hour-long face-to-face conversation. Such risks include:

1. Potential breach of confidentiality.
2. Boredom
3. Negative self-reflection

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

One of the goals of this study is to contribute to the void in the literature regarding the motivation of exemplary higher education educators. Therefore, the study seeks to benefit other researchers who are studying the lived experience of exemplary higher education educators as it relates to motivation. The study may also benefit those who are novice educators, entering the higher education teaching field. Others who may benefit from the study include higher education staff, administrators, program and executive directors within their respective institutions. Additionally, the results of the study may potentially lead to an improved comprehension of why turnover occurs with higher education faculty. The results may optimistically impact university curricula, faculty conference planning, and faculty training programs. Study findings may also help institutions recruit, assess, and develop novice educators in order to maintain their motivation.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse.

Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigator's place of residence. The data will be stored in a secure location known only by the principal investigator for a minimum of three years. The data collected will be transcribed and coded by the principal investigator. As the initial coding process begins, numbers will be assigned to participants and names will be removed from data collection materials in order to protect confidentiality. Once the initial coding process is completed for three data sets, two cohort members within Pepperdine University's doctoral program in Organizational Leadership will be invited to serve as co-raters to ensure reliability of the coding methodology. The coded results along with their three corresponding transcripts will be shared with the co-raters. If co-raters agree on the validity of the coding protocol, then coding results will not be modified. If co-raters disagree on the validity of the coding protocol, then the co-raters and principal researcher will engage in dialogue to identify a more suitable outcome. If the group cannot arrive at consensus, the dissertation committee will be asked to review and break the tie.

Once consensus is reached, the principal researcher will complete coding for all 15 interviews. Once coding is complete, the co-raters will be asked to review the coding protocol and identify leadership themes that surface from their coding. The principal researcher will do the same. The co-raters and the principal researcher compared outcomes to ensure accuracy of data. Once data gathering and coding are complete, co-raters will be asked to delete all files related to this study from their computers. Copies of the transcribed notes of audio recordings and data analysis will be provided to respective participants. Once each participant approves representation of his or her information, all materials will be incorporated into the findings section.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN

Under California law, the researcher(s) who may also be a mandated reporter will not maintain as confidential, information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Lonnie McNamee at Lonnie.mcnamee@pepperdine.edu, Dr. Farzin Madjidi at farzin.madjidi@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX C

Interview Recruitment E-mail Script

Dear <Potential participant Name>,

My name is Lonnie McNamee, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study examining best practices in higher education faculty motivation and you are invited to participate in the study. If you agree, you are invited to participate in a private face-to-face interview that will be conducted in a private office room. The interview is anticipated to take no more than one hour to complete. With your permission, I would also like to audio-record our conversation in order to review it as necessary to complete my research. Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. To protect confidentiality, I will secure a private office room. I will not publish an interview schedule, and will use numbers instead of names on all securely stored notes and audio files associated with your interview.

Are you interested in participating in this study?

(If yes) Thank you for your participation. I will follow up immediately via email to provide detailed information about the nature of the study and include a copy of interview questions. If at any time you decide you do not wish to participate in the study, you only need to let me know.

APPENDIX D

Interview Recruitment Phone Script

Good morning/afternoon <Potential Participant Name>

My name is Lonnie McNamee, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study examining best practices in higher education faculty motivation and you are invited to participate in the study. If you agree, you are invited to participate in a private face-to-face interview that will be conducted in a private office room. The interview is anticipated to take no more than one hour to complete. With your permission, I would also like to audio-record our conversation in order to review it as necessary to complete my research. Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. To protect confidentiality, I will secure a private room during the conference, will not publish the interview schedule, and will use numbers instead of names on all securely stored notes and audio files associated with your interview.

Are you interested in participating in this study?

If so, I will follow up immediately with an email to provide detailed information about the nature of the study and include a copy of interview questions. If at any time you decide you do not wish to participate in the study, you only need to let me know. May I continue utilizing this email address or do you have another email address you are more comfortable with me sending this information to?

APPENDIX E

Interview Questions Process Form

Participant Pseudonym: _____

Age: _____ **Gender:** M / F **Ethnicity:** _____ **Marital Status:** M / S

Length of tenure in current role: _____

Highest level of education: _____

Anticipated continuing education plans and timeframe: _____

Interview Question One: What does teaching excellence mean to you?

Notes:

Follow up question(s):

Interview Question Two: How do you measure that excellence-How do you know if you have achieved that?

Notes:

Follow up question(s):

Interview Question Three: How do you create excellence in the classroom?

Notes:

Follow up question(s):

Interview Question Four: What tools, techniques, or philosophies do you use?

Notes:

Follow up question(s):

Interview Question Five: Can you share some examples?

Notes:

Follow up question(s):

Interview Question Six: What obstacles do you encounter in creating excellence in your classroom?

Notes:

Follow up question(s):

Interview Question Seven: How do you maintain your level of motivation?

Notes:

Follow up question(s):

Interview Question Eight: A great athlete stays in shape and raises his/her by going to the gym! How do you maintain or expand your excellence (game)?

Notes:

Follow up question(s):

Interview Question Nine: What mistakes have you made that you would warn emerging excellent leaders to avoid?

Notes:

Follow up question(s):

Interview Question Ten: What other advice do you have for that group?

Notes:

Follow up question(s):

Interview Question Eleven: Is there anything else you would like to add?

Notes: