

## **TEACHERS' PERCEPTIONS, BELIEFS AND PRACTICES OF STUDENT MOTIVATION**

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### **Abstract**

The purpose of this research was to examine teachers' perceptions, beliefs and practices of student motivation. Descriptive survey method and quantitative approach were used in this study. The Perceptions of Student Motivation (PSM), Motivating Students Questionnaire (MSQ), Theoretical Beliefs and Practices (TBP) questionnaires of Hardre, Davis and Sullivan's (2008) were used for data collection. Seven point Likert scales were used to respond these questionnaires. A total of 600 in-service teachers (JAT and SAT) from Ayeyarwaddy Region involved in this study. After conducting a pilot study with 50 in-service teachers in November, 2017, collecting data was completed in December, 2017. The results showed that the JAT has the perception of student's motivation more than SAT in this study. And JATs' theoretical belief and practices for student motivation were higher than that of SATs. For the perception of student motivation, Patheingyi and Phyapone Districts were higher than the other Districts. And then Myaungmya and Phyapone Districts were more than Patheingyi District for the use of motivating strategies. In theoretical beliefs and practices of student motivation, Myaungmya and Phyapone Districts were higher than that of the other Districts. In teachers' perception of student motivation, in-service teachers were not different to their age level. ANOVA results revealed that 51-60 age group of in-service teacher were higher than that of the others for the use of motivation strategies and theoretical belief and practices for student motivation. Multiple regression analysis pointed teachers' theoretical beliefs and practices can predict teachers' motivating students and perception of student motivation.

**Keyword:** Motivation, Teaching Practices, Perception, Teachers' Beliefs, Beliefs

### **Introduction**

Teachers' beliefs and practices are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and they shape students' learning environment and influence student motivation and

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achievement. Motivation in education can be summarized as a student's willingness to undertake and persist in challenging tasks, seek help, and endeavor to perform in school (Meece, Anderman, & Anderman, 2006). An understanding of these beliefs and perceptions and how they relate to strategies and motivating behaviors is necessary to understand student motivation. In the classroom, teachers will invest in motivating behaviors if they believe student motivation to be malleable that is changeable under their influence. Student achievement influences teacher's judgment of motivation and these judgment influences teachers' use of motivational strategies.

### **Purpose of the Study**

The main purpose of the study was to examine of teachers' perceptions, beliefs and practices of student motivation.

### **Definition of Key Terms**

**Perception:** Perception is the action of seeing and perceiving through the sensory organs. It is a process of perceiving, discriminating and transmitting stimuli from the surrounding through human sensory organs, interpreting and storing them in the brain. It can be in the form of image, imagination, thinking, opinion, idea or impression (Mok Soon Sang, 2003).

**Beliefs:** Belief is a proposition which may be consciously or unconsciously held, is evaluative in the sense that it is accepted as true by individuals, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior (Borg, 2001).

### **Review of Related Literature**

Many young children begin school with a thirst for learning. They enthusiastically and curiously seek novel or challenging tasks. It can be concluded then that young children begin school intrinsically motivated. When studying motivation, it is useful to distinguish between two basic orientations: Intrinsic (or Mastery) versus Extrinsic (or Performance) orientation towards learning (Goldberg, 1994).

A good amount of evidence has been gathered indicating teachers' beliefs, expectations, and perceptions impact student achievement (Jussim et al., 2009). Beliefs are the convictions one has about the truth. For teachers, these beliefs might be most pertinent to their teaching, student learning, students, and the educational process. Expectations are the anticipatory beliefs, and might include such preconceived ideas such as the common idea that students who do not study are not motivated. Although there may be a myriad of reasons as to why a student does not study before a big test, this preconceived assertion that lack of studying equals lack of motivation rises to the top as the most likely explanation for the non-studying behavior.

Perceptions are the observable information teachers receive that create or reinforce their beliefs and expectations. A teacher may see students do poorly on tests and attribute their behavior to a lack of motivation. Further, some teachers may be able to accurately assess students' abilities, they are nowhere near perfect. Preconceived beliefs and expectations can be skewed by perceptions which can significantly impact student achievement outcomes.

Teachers may also adopt firm beliefs about their students based on knowledge of certain background information such as previous achievement, a history of behavior referrals, or even knowledge of the student's siblings. If a teacher has received previous information that a student is unmotivated, the teacher may expect less from that student and treat him or her in a way that supports this belief that the student is unmotivated. It is more likely that each tardy, late assignment or low grade will be viewed through the lens of poor motivation rather than considering alternative possibilities. Moreover, many of these beliefs and expectations are formed well before students set foot in a classroom.

Learning to read is an important activity in school. Teachers have different beliefs as to student motivation and its relationship to reading success. Quirk et al. (2010) found teachers endorsed intrinsic motivation towards reading as preferable to extrinsic motivation. Teachers who endorsed more intrinsic approaches to motivating their students also indicated a higher level of self-efficacy to instruct and engage students in general. Teachers who thought particular students were good readers also made positive assumptions regarding those students' preparedness for class (Bozack, 2011).

Teachers' perceptions of student motivation do not strongly relate to their choice of motivational strategies except when teachers perceive their students as not amenable to influence. Instead, belief as to the etiology of the students' motivational difficulties was more influential in their choice and application of motivational strategies (Hardre & Sullivan, 2008).

In terms of having influence over student motivation, Hardre and Sullivan (2008) also found that these teachers viewed the students as more in control of their motivational success or failure and themselves as having less influence. They perceived student motivation to be highest when the students cared about learning and about one another. However, they did not indicate that creating supportive climates and utilizing an autonomy-supportive style promote student motivation. Of significance is the finding indicating that these teachers perceive themselves as having less influence on student motivation than the students themselves. This finding is in direct contrast to the research that suggests environment and interpersonal style efforts do make a significant difference in student motivational behaviors (Anderman & Wolters, 2006; Ryan & Deci, 2002).

In general, when compared to female teachers, male teachers perceived students to be more motivated and elementary-school teachers endorsed higher motivation for their students than endorsed by high-school teachers (Martin, 2006). Further, teachers' age and experience did not predict motivational strategy use or self-efficacy for motivating students (Hardre & Sullivan, 2008).

## **Method**

The perceptions, beliefs and practices to student motivation of in- service teachers were examined by using questionnaire survey method.

### **Participants of the Study**

Participants of this study were 600 in- service teachers (both male and female) from Ayeyarwady Region in the academic year of 2017-2018.

### **Instruments and Data Collection Procedure**

The Perceptions of Student Motivation (PSM), Motivating Students Questionnaire (MSQ), Theoretical Beliefs and Practices (TBP) questionnaires of Hardre, Davis and Sullivan's (2008) were used for data collection. The Perceptions of Student Motivation (PSM), Motivating Students Questionnaire (MSQ), Theoretical Beliefs and Practices (TBP) questionnaires of Hardre, Davis and Sullivan's (2008) were used for data collection. After modifying the required instrument and applying it for data collection, teachers' perceptions, beliefs and practices to student motivation were investigated among the selected schools from Ayeyarwady Region during December, 2017.

### **Findings**

**Table 1: Descriptive Analysis for Teachers' Perception of Student Motivation by Rank**

<b>Subscales of PSM</b>	<b>Rank</b>	<b>N</b>	<b>SD</b>	<b>Mean</b>	<b>Mean%</b>
Motivation	JAT	300	4.924	31.45	64.18%
	SAT	300	5.319	30.27	61.78%
Reason	JAT	300	15.520	57.81	63.53%
	SAT	300	13.739	60.00	65.93%

**Note:** PSM= Perception of Student Motivation, JAT= Junior Assistant Teachers, SAT= Senior Assistant Teachers

According to data analysis, Junior Assistant Teachers (JAT) was better than Senior Assistant Teachers (SAT) at the motivation. Early adolescents may be easier to motivate than later adolescents.

**Table 2: Results of Independent Sample *t*-test for Perception of Student Motivation by Rank**

<b>Subscales of PSM</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b>Sig (2-tailed)</b>	<b>Mean Difference</b>
Motivation	<b>2.828**</b>	598	<b>0.005</b>	1.183
Reason	-1.830	598	0.068	-2.190

**Note:** PSM= Perception of Student Motivation

According to the above table, Junior Assistant Teachers (JAT) may be more effective to help their students feel motivated to learn and to achieve. The results showed that there was no significant rank difference for the perception of student motivation.

**Table 3: Descriptive Analysis for Perception of Student Motivation by District**

Subscales of PSM	District	N	SD	Mean	Mean%
Motivation	Hinthada	100	4.788	31.16	63.59%
	Myaungmya	100	5.705	30.57	62.39%
	Pathein	100	4.081	31.78	64.86%
	Mawgyun	100	4.501	30.04	61.31%
	Phyapone	100	5.811	31.70	64.69%
	Maubin	100	5.593	29.90	61.02%
Reason	Hinthada	100	16.301	58.47	64.25%
	Myaungmya	100	17.620	58.83	64.65%
	Pathein	100	10.540	59.90	65.82%
	Mawgyun	100	11.532	59.22	65.08%
	Phyapone	100	15.310	60.66	66.66%
	Maubin	100	15.463	56.35	61.92%

**Note:** PSM= Perception of Student Motivation

It was clearly seen that the mean percentages of in-service teachers from Pathein District in motivation was higher than that of in-service teachers from other Districts. But, for the reason, the mean percentages of in-service teachers from Phyapone District were higher than that of in-service teachers from other Districts.

In order to investigate whether student teachers are different in the perception of student motivation by District, one way analysis of variance (ANOVA) was conducted and the result findings were presented in Table 4.

**Table 4: ANOVA Results of Perception of Student Motivation by District**

Subscales of PSM		Sum of Square	df	Mean Square	F	p
Motivation	Between Group	332.008	5	66.402	<b>2.530*</b>	<b>.028</b>
	Within Group	15586.950	594	26.241		
Reason	Between Group	1089.215	5	217..843	1.010	.411
	Within Group	128084.370	594	215.630		

**Note:** PSM= Perception of Student Motivation

**Table 5: Descriptive Analysis for Teachers’ Perception of Student Motivation by Age**

Subscales of PSM	Age	N	SD	Mean	Mean%
Motivation	21-30	34	4.257	31.76	64.82%
	31-40	123	5.434	30.82	62.90%
	41-50	138	5.481	30.94	63.14%
	51-60	305	4.990	30.73	62.71%
Reason	21-30	34	10.985	60.15	66.10%
	31-40	123	14.510	60.50	66.48%
	41-50	138	15.481	58.70	64.51%
	51-60	305	14.752	58.22	63.98%

**Note:** PSM= Perception of Student Motivation

The in-service teachers are not different in teachers’ perception of student motivation to their age level.

**Table 6: Descriptive Analysis of Teachers’ Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation**

Subscales of MS	N	SD	Mean	Mean %
Teachers’ Self- Efficacy	600	7.471	37.01	75.53%
Teachers’ Beliefs	600	5.902	35.20	83.81%
Use of Motivating Strategies	600	13.689	101.83	76.56%

**Note:** MS= Motivating Students

The number of items in the factors of motivating students was not equal so, mean scores were changed to mean percentages. According to the findings, the mean percentages of teachers' beliefs were higher than that of teachers' self- efficacy and use of motivating strategies. It can be concluded that in-service teachers adopted teachers' beliefs more than teachers' self- efficacy and use of motivating strategies for their motivating student in the classroom. Therefore, teachers' beliefs might be most pertinent to their teaching, student learning, students, and the educational process.

**Table 7: Descriptive Analysis of Teachers' Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation by Rank**

Subscales of MS	Ranks	N	SD	Mean	Mean %
Teachers' Self- Efficacy	JAT	300	7.910	38.17	77.90%
	SAT	300	6.821	35.84	73.14%
Teachers' Beliefs	JAT	300	5.716	36.24	86.29%
	SAT	300	5.913	34.17	81.36%
Use of Motivating Strategies	JAT	300	13.224	104.93	78.89%
	SAT	300	13.465	98.73	74.23%

**Note:** JAT= Junior Assistant Teachers, SAT= Senior Assistant Teachers  
MS= Motivating Students

It was observed that the mean percentages of teacher' self-efficacy, beliefs and use of motivating strategies from Junior Assistant Teachers (JAT) were slightly higher than that of Senior Assistant Teachers (SAT). The junior assistant teacher might more apply various devices in the classroom to motivate their children.

To obtain more detail information of teachers' self- efficacy, beliefs and use their strategies for student motivation by ranks, independent sample *t*- test was made. Visual presentation for this finding was showed in following Table 8.



**Table 8: Result of Independent Sample *t*-test for Teachers’ Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation by Rank**

<b>Subscales of MS</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b>Sig (2-tailed)</b>	<b>Mean Difference</b>
Teachers’ Self-Efficacy	<b>3.869****</b>	598	0.000	2.333
Teachers’ Beliefs	<b>5.687****</b>	598	0.000	6.197
Use of Motivating Strategies	<b>4.359****</b>	598	0.000	2.070

**Note:** MS= Motivating Students

According to the Table 8, the results of the *t*-test confirmed that significant differences were found on the whole test as well as teachers’ self-efficacy, beliefs and use their strategies for student motivation of in- service teachers at 0.001 levels. This may be interpreted that Junior Assistant Teachers (JAT) possessed more teachers’ self-efficacy, beliefs and use their strategies for student motivation than Senior Assistant Teachers (SAT).

**Table 9: Descriptive Analysis of Teachers’ Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation of In- Service Teachers by District**

<b>Subscales of MS</b>	<b>District</b>	<b>N</b>	<b>SD</b>	<b>Mean</b>	<b>Mean%</b>
Teachers’ Self-Efficacy	Hinthada	100	9.234	36.26	74.00%
	Myaungmya	100	7.247	36.90	75.31%
	Pathein	100	6.321	36.10	73.67%
	Mawgyun	100	6.573	37.75	77.04%
	Phyapone	100	7.788	38.00	77.55%
	Maubin	100	7.294	37.03	75.57%
Teachers’ Beliefs	Hinthada	100	5.640	35.03	83.40%
	Myaungmya	100	5.907	36.40	86.67%
	Pathein	100	6.160	34.51	82.17%
	Mawgyun	100	5.378	35.22	83.86%
	Phyapone	100	6.287	35.70	85.00%
	Maubin	100	5.894	34.35	81.79%

Subscales of MS	District	N	SD	Mean	Mean%
Use of Motivating Strategies	Hinthada	100	15.688	100.96	75.91%
	Myaungmya	100	12.891	103.44	77.77%
	Pathein	100	13.046	97.75	73.50%
	Mawgyun	100	12.126	102.76	77.26%
	Phyapone	100	15.278	104.98	78.93%
	Maubin	100	11.803	101.10	76.02%

**Note:** MS= Motivating Students

One way analysis of variances (ANOVA) was used to examine the significant differences of approaches to teachers' self-efficacy, beliefs and use their strategies for student motivation of in- service teachers. According to the results of the Table 10, there was a significant difference in use of motivating strategies at 0.05 levels.

**Table 10: ANOVA Result of Teachers' Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation of In- Service Teachers by District**

Subscales of MS		Sum of Square	df	Mean Square	F	p
Teachers' Self-Efficacy	Between Groups	293.073	5	58.615	1.051	.387
	Within Groups	33142.900	594	55.796		
Teachers' Beliefs	Between Groups	291.788	5	58.358	1.685	.136
	Within Groups	20574.810	594	34.638		
Use of Motivating Strategies	Between Groups	3131.568	5	626.314	<b>3.409*</b>	<b>.005</b>
	Within Groups	109122.430	594	183.708		

**Note:** MS= Motivating Students

To obtain more detail information which regions had the differences, the Post-Hoc Test was carried out by Tukey method. Results revealed that in-

service teachers of Myaungmya District uses of motivating strategies more than in-service teachers of Patheingyi District. In-service teachers of Phyapone District applied more uses of motivating strategies than in-service teachers of Patheingyi District.

**Table 11: Results of Tukey HSD Multiple Comparison for Use of Motivating Strategies for Student Motivation of In-Service Teachers by District**

Subscale of MS	(I) Grade Levels	(J) Grade Levels	Mean Difference	<i>p</i>
Use of Motivating Strategies	Myaungmya	Patheingyi	<b>5.690*</b>	<b>.037</b>
	Phyapone	Patheingyi	<b>7.230**</b>	<b>.002</b>

**Note:** MS= Motivating Students

In addition to examine the highly significant difference across Districts, Post-hoc Test was executed by Tukey Method and that it becomes apparent that the mean percentage of in-service teachers from Myaungmya District were significantly higher than that of in-service teachers from Patheingyi District in the test of use of motivating strategies at 0.05 level. And then the mean percentages of in-service teachers from Phyapone District were significantly higher than that of in-service teachers from Patheingyi District in the test of use of motivating strategies at 0.01 level. In addition, with regard to the use of motivating strategies in providing student motivation, in-service teachers of Patheingyi District were higher than that of Myaungmya and Phyapone Districts.

**Table 12: Descriptive Analysis of Teachers' Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation of In- Service Teachers by Age**

Subscales of Motivating Students	Age	N	SD	Mean	Mean%
Teachers' Self- Efficacy	21-30	34	6.350	36.09	73.65%
	31-40	123	7.371	36.75	75.00%
	41-50	138	7.245	36.66	74.82%
	51-60	305	7.736	37.37	76.27%
Teachers' Beliefs	21-30	34	4.519	34..62	82.43%
	31-40	123	6.657	34.36	81.81%
	41-50	138	6.233	34.96	83.24%
	51-60	305	5.524	35.72	85.05%
Use of Motivating Strategies	21-30	34	10.838	98.38	73.97%
	31-40	123	15.361	99.19	74.58%
	41-50	138	13.504	102.39	76.98%
	51-60	305	13.186	103.03	77.47%

One way analysis of variances (ANOVA) was used to examine the significant differences of teachers' self-efficacy, teachers' beliefs and use of motivation strategies by age.

**Table 13: ANOVA Result of Teachers' Self- Efficacy, Beliefs and Use of Motivating Strategies for Student Motivation of In- Service Teachers by Age**

Subscales of Motivating Students		Sum of Square	df	Mean Square	F	p
Teachers' Self- Efficacy	Between Groups	93.924	3	31.308	.560	.624
	Within Groups	33342.049	596	55.943		
Teachers' Beliefs	Between Groups	188.819	3	62.940	1.814	.143
	Within Groups	20677.780	596	34.694		
Use of Motivating Strategies	Between Groups	1745.666	3	581.889	<b>3.138</b> *	<b>.025</b>
	Within Groups	110508.333	596	185.417		

To obtain more detail information which the ages had the differences, the Post-Hoc Test was carried out by Tukey method. Results revealed that 51-60 ages of in-service teachers applied the use of motivation strategies more than 31-40 ages of in-service teachers. These results, 51-60 ages of in-service teacher applied the use of motivation strategies because they have been experienced.

**Table 14: Results of Tukey HSD Multiple Comparison for Use of Motivating Strategies for Student Motivation of In- Service Teachers by Age**

<b>Subscale of Motivating Students</b>	<b>(I) Grade Levels</b>	<b>(J) Grade Levels</b>	<b>Mean Difference</b>	<b><i>p</i></b>
Use of Motivating Strategies	51-60	31-40	<b>3.843*</b>	<b>.042</b>

In addition to examine the highly significant difference across ages, Post-hoc Test was executed by Tukey Method and that it becomes apparent that the mean score of 51-60 ages of in-service teachers were significantly higher than that of 31-40 ages of in-service teachers in the test of use of motivating strategies at 0.05 level.

**Table 15 : Descriptive Analysis of Theoretical Beliefs and Practices for Student Motivation**

<b>Subscales of TBP</b>	<b>N</b>	<b>SD</b>	<b>Mean</b>	<b>Mean %</b>
Relevance	600	2.722	18.64	88.76%
Beliefs	600	5.195	37.20	75.92%
Practices	600	3.119	16.47	78.43%

**Note:** TBP= Theoretical Beliefs and Practices

According to the findings, the mean percentages of relevance were higher than that of beliefs and practices. It can be concluded that in-service teachers applied that importance/ relevance skills more than beliefs and practices skills for their motivating students.

**Table 16: Descriptive Analysis of Theoretical Beliefs and Practices for Student Motivation by Rank**

Subscales of TBP	Rank	N	SD	Mean	Mean%
Relevance	JAT	300	2.333	19.32	92.00%
	SAT	300	2.916	17.97	85.57%
Beliefs	JAT	300	4.925	38.36	78.29%
	SAT	300	5.205	36.04	73.55%
Practices	JAT	300	3.057	16.94	80.67%
	SAT	300	3.113	16.00	76.19%

**Note:** JAT= Junior Assistant Teachers, SAT= Senior Assistant Teachers  
TBP= Theoretical Beliefs and Practices

According to data analysis, Junior Assistant Teachers (JAT) was better than Senior Assistant Teachers (SAT) at the relevance skills. There were slightly differences between Junior Assistant Teachers (JAT) and Senior Assistant Teachers (SAT) at the beliefs and practices.

To seek out more detail investigation on ranks difference of in-service teachers in theoretical belief and practices for student motivation, independent sample *t*-test was made.

**Table 17: Results of Independent Sample *t*-test of Theoretical Beliefs and Practices for Student Motivation by Rank**

Subscales of TBP	<i>t</i>	<i>df</i>	Sig(2-tailed)	Mean Difference
Relevance	<b>6.231***</b>	598	<b>.000</b>	1.343
Beliefs	<b>5.624***</b>	598	<b>.000</b>	2.327
Practices	<b>3.745***</b>	598	<b>.000</b>	0.943

**Note:** TBP= Theoretical Beliefs and Practices

According to the above table, the result can be interpreted that Junior Assistant Teachers (JAT) were better than Senior Assistant Teachers (SAT) at the theoretical belief and practices for student motivation.

**Table 18: Descriptive Analysis for Theoretical Beliefs and Practices for Student Motivation by District**

<b>Subscales of TBP</b>	<b>District</b>	<b>N</b>	<b>SD</b>	<b>Mean</b>	<b>Mean%</b>
Relevance	Hinthada	100	3.001	18.68	88.95%
	Myaungmya	100	1.967	19.03	90.62%
	Pathein	100	3.141	17.93	85.38%
	Mawgyun	100	2.354	18.95	90.24%
	Phyapone	100	3.377	18.26	86.95%
	Maubin	100	2.025	19.02	90.57%
Beliefs	Hinthada	100	5.246	36.51	74.51%
	Myaungmya	100	5.665	38.25	78.06%
	Pathein	100	5.734	36.44	74.37%
	Mawgyun	100	4.625	37.31	76.14%
	Phyapone	100	5.559	37.51	76.55%
	Maubin	100	4.026	37.18	75.88%
Practices	Hinthada	100	3.350	16.35	77.86%
	Myaungmya	100	3.054	16.22	77.24%
	Pathein	100	2.615	15.78	75.14%
	Mawgyun	100	2.878	17.11	81.48%
	Phyapone	100	3.201	17.42	82.95%
	Maubin	100	3.283	15.95	75.95%

**Note:** TBP= Theoretical Beliefs and Practices

It showed that the mean percentages of in-service teachers from each District of Ayeyarwaddy Region were slightly different in beliefs and practices. However, it was clearly seen that the mean percentages of in-service teachers from Myaungmya District in relevance skills and beliefs were higher than that of in-service teachers from other District. But, for the practices, the mean percentages of in-service teachers from Phyapone District were higher than that of in-service teacher from other Districts.

One way analysis of variances (ANOVA) was used to examine the significant differences of theoretical belief and practices for student motivation.

**Table 19: ANOVA Result of Theoretical Beliefs and Practices for Student Motivation by District**

Subscales of TBP		Sum of Square	df	Mean Square	F	p
Relevance	Between Groups	104.255	5	20.851	<b>2.857*</b>	<b>.015</b>
	Within Groups	4335.130	594	7.298		
Beliefs	Between Groups	226.480	5	45.296	1.688	.135
	Within Groups	15937.520	594	26.831		
Practices	Between Groups	213.548	5	42.710	<b>4.521***</b>	<b>.000</b>
	Within Groups	5611.970	594	9.448		

Note: TBP= Theoretical Beliefs and Practices

To obtain more detail information which regions had the differences, the Post-Hoc Test was carried out by Tukey method. Results revealed that in-service teachers of Myaungmya District uses of relevance scale more than in-service teachers of others District. In- service teachers of Phyapone District applied more practices than in-service teachers of others Districts.

**Table 20: Results of Tukey HSD Multiple Comparison for Use Their Strategies for Student Motivation of In- Service Teachers by District**

Subscales of TBP	(I) Grade Levels	(J) Grade Levels	Mean Difference	p
Relevance	Myaungmya	Pathein	<b>1.100*</b>	<b>.047</b>
	Phyapone	Pathein	<b>7.230**</b>	<b>.002</b>
Practices	Mawgyun	Pathein	<b>1.330*</b>	<b>.028</b>
	Phyapone	Pathein	<b>1.640**</b>	<b>.002</b>
		Maubin	<b>1.470*</b>	<b>.010</b>

Note: TBP= Theoretical Beliefs and Practices



In addition to examine the highly significant difference across Districts, Post-hoc Test was executed by Tukey Method and that it becomes apparent that the mean percentage of in-service teachers from Myaungmya District were significantly higher than that of in-service teachers from Patheingyi District in the test of relevance skills at 0.05 level. And then the mean percentages of in-service teachers from Phyapone District were significantly higher than that of in-service teachers from Patheingyi District in the test of relevance skills at 0.01 level. In addition, with regard to the practices of student motivation, in-service teachers of Mawgyun District were higher than that of Patheingyi District at 0.05 level. And then in-service teachers of Phyapone District were higher than that of Patheingyi District at 0.01 level and that of Maubin District at 0.05 level.

**Table 21: Descriptive Analysis of Theoretical Beliefs and Practices for Student Motivation by Age**

<b>Subscales of TBP</b>	<b>Ages</b>	<b>N</b>	<b>SD</b>	<b>Mean</b>	<b>Mean%</b>
Relevance	21-30	34	2.785	17.38	82.76%
	31-40	123	3.325	17.75	84.52%
	41-50	138	2.596	18.66	88.86%
	51-60	305	2.353	19.14	91.14%
Beliefs	21-30	34	3.948	35.15	71.73%
	31-40	123	6.159	35.75	72.96%
	41-50	138	5.060	37.59	76.71%
	51-60	305	4.787	37.84	77.22%
Practices	21-30	34	2.752	15.00	71.43%
	31-40	123	2.995	16.27	77.48%
	41-50	138	3.631	16.18	77.05%
	51-60	305	2.891	16.85	80.24%

**Note:** TBP= Theoretical Beliefs and Practices

One way analysis of variances (ANOVA) was used to examine the significant differences of theoretical belief and practices for student motivation by ages.

**Table 22: ANOVA Result of Theoretical Beliefs and Practices for Student Motivation by Age**

Subscales of TBP		Sum of Square	df	Mean Square	F	p
Relevance	Between Groups	228.238	3	76.079	<b>10.767***</b>	<b>.000</b>
	Within Groups	4211.147	596	7.066		
Beliefs	Between Groups	547.964	3	182.655	<b>6.971***</b>	<b>.000</b>
	Within Groups	15616.036	596	26.201		
Practices	Between Groups	133.839	3	44.613	<b>4.672**</b>	<b>.003</b>
	Within Groups	5691.518	596	9.550		

Note: TBP= Theoretical Beliefs and Practices

To obtain more detail information which the ages had the differences, the Post-Hoc Test was carried out by Tukey method.

**Table 23: Results of Tukey HSD Multiple Comparison of Theoretical Beliefs and Practices for Student Motivation by Age**

Subscales of TBP	(I) Grade Levels	(J) Grade Levels	Mean Difference	p
Relevance	41-50	31-40	<b>0.911*</b>	<b>.030</b>
		21-30	<b>1.759**</b>	<b>.002</b>
	51-60	31-40	<b>1.393***</b>	<b>.000</b>
Beliefs	41-50	31-40	<b>1.839*</b>	<b>.020</b>
		21-30	<b>2.692*</b>	<b>.020</b>
	51-60	31-40	<b>2.091**</b>	<b>.001</b>
Practices	51-60	21-30	<b>1.849**</b>	<b>.005</b>

Note: TBP= Theoretical Beliefs and Practices

To obtain more detail information which grade levels had the differences, the Post-Hoc Test was carried out by Tukey method. Results revealed that 51-60 ages of in-service teachers were used the test of relevance skills more than that of 21-30 ages of in-service teachers at 0.01 level and then that of 31-40 ages of in-service teachers at 0.001 level. However, 41-50 ages of in-service teachers applied relevance skills more than 31-40 ages of in-service teachers at 0.05 level. For the beliefs, 51-60 ages of in-service teachers were used the test of beliefs more than that of 21-30 ages of in-service teachers at 0.05 level and then that of 31-40 ages of in-service teachers at 0.01

level. And then, 41-50 ages of in-service teachers applied beliefs scale more than 31-40 ages of in-service teachers at 0.05 level. For the practices, 51-60 ages of in-service teachers were used the test of practices skills more than that of 21-30 ages of in-service teachers at 0.01 level.

**Table 24: Inter-Correlations between Perception of Student Motivation, Motivating Students and Theoretical Beliefs and Practices Variables**

Variables	Perception of Student Motivation	Motivating Students	Theoretical Beliefs and Practices
Perception of Student Motivation	1	.290**	.186**
Motivating Students		1	.644**
Theoretical Beliefs and Practices			1

\*\*p<0.01

This result shows that a positive, moderate correlation was also found between perception of student motivation and motivating students ( $r=0.290$ ,  $p<0.001$ ), a weak positive correlation was also found between perception of student motivation and theoretical beliefs and practices ( $r=0.186$ ,  $p<0.001$ ). A further point is that motivating students correlates significantly with the theoretical beliefs and practices ( $r=0.644$ ,  $p<0.001$ ). So it can be interpreted that if the in-service teachers have good beliefs, self-efficacy and practices of student motivation, their motivating students will heighten.

**Table 25: Multiple Regression Analysis Summary for Motivating Students**

Variables	B	$\beta$	<i>t</i>	R	R <sup>2</sup>	Adj R <sup>2</sup>	F
Significant predictor of MS	27.707		<b>4.204**</b>	.667	.444	.443	238.765
PSM	0.254	.177	<b>5.695**</b>				
TBP	1.628	.611	<b>19.673**</b>				

Note: p\*\*<0.001

MS= Motivating Students, PSM= Perceptions of Student Motivation, TBP= Theoretical Beliefs and Practices

Significant variance in motivating students was explained by perceptions of student motivation and theoretical beliefs and practices. Regression analysis revealed that model significantly explained motivating students,  $F= 238.765$ ,  $p=0.000$ ,  $R^2$  for model was 0.444 and adjusted  $R^2$  was 0.443. Table 4.27 displays the intercept, unstandardized regression coefficient (B), and standardized regressions coefficient ( $\beta$ ) for model.

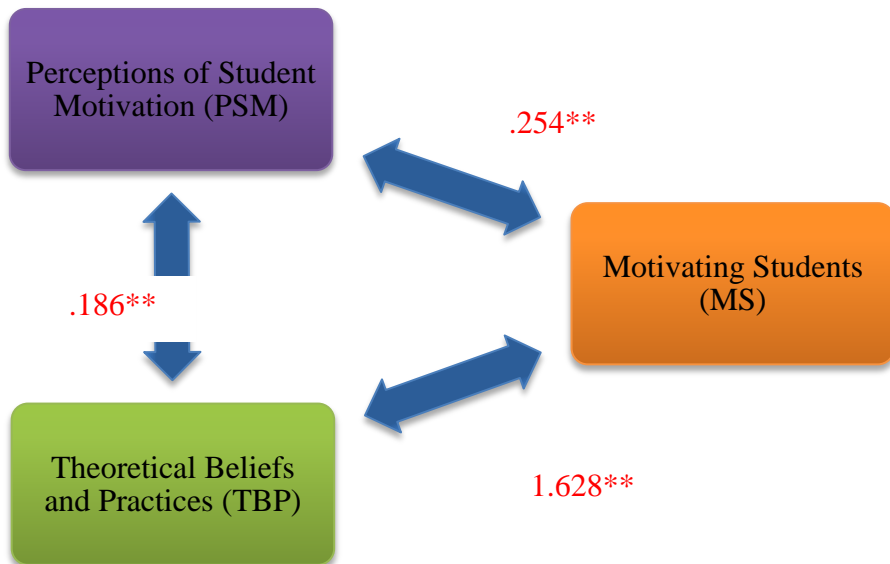
According to the result, perceptions of student motivation and theoretical beliefs and practices contributed 44% (Adjusted  $R^2= .443$ ) variance in motivating students. By applying multiple regression analysis presented above, the resultant model for motivating students can be defined as in the following equation concerned with perceptions of student motivation and theoretical beliefs and practices.

$$MS=27.707+0.254PSM+1.628TBP$$

MS = Motivating Students

PSM = Perceptions of Student Motivation

TBP = Theoretical Beliefs and Practices



**Figure:** Predictor Powers of Perception of Student Motivation, Motivating Students and Theoretical Beliefs and Practices

Therefore, in this study, teachers' theoretical beliefs and practices was found the strongest predictor of motivating students and the second strongest predictor of perception of student motivation was motivating students. However, teachers' theoretical beliefs and practices were found the weakness predictor of perception of student motivation. This result is inconsistent with the research of Teresa M. D'Elisa (2015) in which there were significant predictors of the perception of student motivation and theoretical beliefs and practices. As results showed, if in-service teachers possessed perception of student motivation and theoretical beliefs and practices, they may be increased in motivating students. Therefore, it can be interpreted that if the in-service teachers have good beliefs, self-efficacy and practices of student motivation, their motivating students will heighten. Motivation is the process in which motives are related to specific goals and the satisfaction of motive is determined by achieving it. If in-service teachers faced lack of motivating students, they will motivate the students by relating their existing experiences, analyzing, beliefs, self-efficacy, using motivation strategies, consideration of the wider implication, as a result the students' motivation can be changed.

### **Conclusion**

Motivation is the very heart of the learning process. And then motivation is a super highway to learning. The major problem of the curriculum- maker and the classroom teacher is in knowing and applying the science and art of motivation. Motivation sets the activity which results in learning or it is the art of stimulating interest in the pupil and gives the direction to learning. Teachers have different beliefs as to student motivation and its relationship to reading success. So, it has been emphasized that teachers' beliefs and student motivation. The present research was designed to study teachers' perception, beliefs and perception of student motivation.

Therefore, in-service teachers are using strategies and are looking to align their efforts with reasons they perceive are contributing to their students' lack of motivation. As teachers did not endorse an interest in professional development to learn more about student motivation, increasing teacher knowledge, efficacy, and belief in the malleability of motivation would require more creative solutions than just professional development opportunities.

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