

Student's Perception on the Relationship between Teacher's Supportive Teaching, Thwarting Teaching, Their Needed Satisfaction, Frustration, and Motivational Regulation at Vocational High School

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Abstract : The present study attempted to develop and test a self-determination theory dual-process model among teachers' need supportive teaching, need thwarting teaching, and students' need satisfaction, need frustration, and motivation regulation on vocational high school learners. This study adopted a survey questionnaire method. Participants were 736 (472 males, 264 females) vocational high school students in Taiwan. The instrument included five sets: the Teachers' Need Supportive Teaching Scale, the Teachers' Need Thwart Teaching Scale, the Need Satisfaction Scale, the Need Frustration Scale, and the Motivational Regulation Scale. A Structural equation modeling was used for the data analyses, results indicated that (1) teachers' need supportive teaching had direct effects on students' need satisfaction; (2) teachers' thwarting teaching also had a direct effect on students' need frustration; (3) teachers' need supportive teaching had a negative direct effect on students' need frustration; (4) students' need satisfaction had direct effects on their autonomous motivation and control motivation, respectively; (5) students' need frustration also had direct effects on their control motivation and motivation, respectively; (6) the model proposed in this study fit mostly with the empirical data.

Keywords : motivational regulation, need satisfaction, need frustration, supportive teaching, thwart teaching, vocational high school students

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