

Measurement of the quantity and the quality of the motivation of Tunisians teachers to their profession: Transcultural validation of a questionnaire.

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Abstract : *This thesis targets to measure the quantity and quality of teachers' motivation to their profession and consequently to identify the motivational determiners that are likely to ensure perseverance in the profession and avoid disengagement. With reference to a solid and overall conceptual and theoretical frame, set by Abraham Maslow (1954), Alderfer (1969), Murray (1938), MCCLELLAND (1961), Hackman and Oldham (1975), Adams (1963), J. Greenberg (1987), Locke (1976), Bandura (1977), Deci and Ryan (2000), Fenouillet. Fr (2008), Ensconced itself. P (2008), Claude Lévy-Leboyer (2006), we are trying to spot reasons (motive forces) and psychological needs which enliven the professional life of the Tunisian teachers. Our objective consists in identifying the strong points which trigger motivation and the conditions which make the work draw a better management of the teaching staff for professional achievement.*

This thesis is an occasion to test and adapt metrological tools, for possible transcultural validation, notably the questionnaires used in non-Tunisian contexts.

Key words: *motivational determiners, transcultural validation, self-determination theory (SDT), amotivation, intrinsic motivation, extrinsic motivation, introjected regulation, identified regulation, integrated regulation, self-determination continuum, self-determination index (SDI).*

I. The problematic:

If, in a big number of countries, a decline among candidates for teaching positions is noticed, what is it like in Tunisia? Every year, thousands of Tunisian candidates apply to be engaged. Sit-ins in front of the ministry of education are noticed on daily basis. Is it a proof of motivation to this job?

Have the Tunisian teachers freely and willingly chosen this profession? Is the choice of this profession and the determination to get this occupation based on the benefits derived from it: concrete rewards (salaries, bonuses, promotions...), awards relating to the terms and conditions and status of the job (suitable time, holidays, benefits, stability of employment coping with the problem of unemployment...) the social appeal relative to the image of being a teacher? Could a motivated teacher, for such reasons, claim that he is doing his work mainly for the sake of security in the gained employment (Gagné, Forest, Gilbert, Aubé, Morin & Malorni, 2010)?

To what extent do teachers endorse their actions with a feeling of choice rather than a feeling of constraints, obligation and/or internal or external pressures? Have they chosen this profession out of pleasure or as a default choice? Therefore, does this choice have a "controlling" aspect? Is it the teacher's will, hence the causality is external and translates less autonomy for this choice?

Do teachers choose this profession? Do they persevere and still do it because this profession is a source of pleasure, or interest? Does this profession enable them to achieve their goals in life? Does this occupation suit their personal values? Have they joined and identified with this profession because it has a meaning for them? Are they engaged in a spontaneous, free, autonomous and self-determined manner? Do they originally feel that? Therefore does their choice have an internal causality?

What are the factors and determinants of the motivation which prompt the candidates to apply for the position of a teacher? And what are those which would be unfavorable to such an approach?

Hypothesis: the choice of the teaching profession and the persistence in this work are based on the sensations of pleasure and interest guaranteed by this profession to the teachers.

- Independent Variable (IV): the sensations of pleasure and interest guaranteed by this profession to the teachers.
- Dependent variable (DV): the choice of the teaching profession and the persistence in this work.

II. Conceptual and theoretical framework

1. Definition

Etymologically, the term motivation refers to "movere" in Latin or movement (Steers, 2004, p 379) [1] or "to be motivated means to be moved to do something" (Ryan and Deci, 2000, p 54) [2]. Motivation is therefore a dynamic concept rather than a static provision. Vallerand and Thill (1993, p49) [3] have defined motivation as being "a hypothetical built used to describe the domestic forces and/or external affairs that generate initiation, direction, intensity and persistence of behavior". For Lévy-Leboyer (2006.p29) [4]: "to be motivated, is essentially to have a goal, decide to make an effort to achieve and persevere in this effort until the goal is reached. The motivation is therefore, by definition, a multidimensional concept since it appeals to notions of direction (the objective), intensity (the degree of effort) and duration (the continuation of the effort)".

Be motivated means "move" to do something (Ryan & Deci, 2000, p54) [5]. This movement may be quantifiable and measurable.

2. The self-determination theory (SDT)

The self-determination theory is an approach to human motivation and the personality which uses traditional empirical methods in stressing the importance of domestic resources of the man for the development of his personality and his self-determined behavior (Ryan, Kuhl, & Deci, 1997, p68) [6]. Ryan and Deci (2000) have identified three types of essential needs: the needs of competence (Harter, 1978; White, 1963), the degree of kinship (Baumeister and Leary, 1995; Reis, 1994), and of the Autonomy (deCharms, 1968; Deci, 1975). They have also examined the environmental factors that impede or undermine the self-motivation.

The founders of the self-determination theory (Self-DeterminationTheory, SDT), Deci and Ryan (2000, p55), have made a distinction between the different types of motivation based on the various reasons or the goals that give rise to an action. The basic distinction is between the intrinsic motivation, which refers to something that is inherently interesting or pleasant, and the extrinsic motivation, which refers to something done and leads to a result. More than three decades of research have shown that the quality of the experience and performance can be very different if one behaves extrinsically or intrinsically for different reasons. One of the objectives of this research is to revisit the classic distinction between intrinsic and extrinsic motivation and summarize the functional differences of these two main types of motivation.

3. The intrinsic motivation

Intrinsic motivation has emerged as one of the most important phenomena for teachers and which has an impact on learning and success (Ryan & Stiller, 1991). It is therefore particularly important to present in detail

the factors and forces that generate or inhibit the intrinsic motivation. However, it is important to study the different determinants of motivation that are classified in the category of the extrinsic motivation.

If there is a phenomenon which reflects the positive potential of the human nature, the challenges, to exercise its capacity, to explore and learn, it is par excellence the intrinsic motivation. From the time of their birth, children, in their most healthy states, are active, curious, and play, even in the absence of rewards (Harter, 1978). The concept of intrinsic motivation describes this natural tendency towards assimilation, the masters, the spontaneous interest, and the exploration which is essential to the cognitive and social development and represents the main source of pleasure and vitality throughout the life (Csikszentmihalyi & Rathunde, 1993; Ryan, 1995).

"We are in the presence of an intrinsic motivation when the individual does an activity because it is an interesting and that it brings him satisfaction or pleasure. The individual who acts under the impetus of the Intrinsic Motivation fact because the activity itself is for him a source of gratification." (Deci and Ryan, 2008, p 25).

An intrinsically motivated person is interested in what he realizes, manifesto of the curiosity, explores new stimuli and works to control the greater challenges (Deci, 1975; White, 1959).

4. The extrinsic motivation

The extrinsic motivation" *implies that the individual undertakes an activity in function of a result which is external to him. Among the most obvious examples of extrinsic motivation figure the case or' the individual acts before all to get a reward or to avoid a punishment"* (Deci and Ryan, 2008, p 25). When a person works for a reward, they are encouraged to do exactly what is necessary to obtain the reward and nothing more; the autonomy and innovation are sacrificed. Deci and Ryan construed by Autonomy" *the fact, for an individual to act in exercising its willingness and its free choice; the independence means rather than an individual operates alone and without relying on the other"*. According to the theories of (Atkinson, 1964; Porter and Lawler, 1968), the two types of motivation are added to obtain a total motivation. Since 1970, the cumulative effect of the two types of motivation is the object of controversy: The researchers questioned if the allocation of awards to people who were conducting an activity for which they were experiencing a natural interest influenced their intrinsic motivation with respect to this activity. If the level of intrinsic motivation decreased or increased by the addition of awards, this would mean that the two types of motivation had not of a cumulative effect. If the rewards had the effect of reducing the intrinsic motivation, this would indicate that the two types of motivation had a tendency to cancel rather than to be cumulative or to contribute to create a synergy.

Although the intrinsic motivation is clearly the most important type of motivation, most of the activities are not, strictly speaking, intrinsically motivated. Since childhood, the freedom to be intrinsically motivated becomes increasingly hampered by social requirements and the roles that individuals must assume the responsibility of tasks not intrinsically interesting. In the schools, for example, it appears that the intrinsic motivation weakens with the progress of the school levels.

The extrinsic motivation - sometimes we talk about "*instrumental*" motivation, which means that the activity or the object that motivates is only a means or an instrument to achieve something else - is a construction which applies to each time that an activity is carried out in order to achieve some results or outcomes. The extrinsic motivation as well contrasts with the intrinsic motivation, which refers to do an activity simply for the exercise of the activity in itself. However, contrary to some view points of extrinsically motivated behavior as a non-self invariant, the TAD proposes that the extrinsic motivation may vary considerably according to the level of autonomy. For example, one student (Ryan and Deci, 2000, p 60) [7] who does his homework only because he feared his parents' sanctions is extrinsically motivated because he is in the process of doing the work in order to achieve results in avoiding the sanctions. Similarly, a student who does his work because he believes that it is valuable for his choice of career, is also extrinsically motivated, because it is also the fact for its compensating value rather than because it is interesting. These two examples are instruments, but this last case involves the

personal approval and a sense of choice, while the first implies the only compliance with an external control. The two represent the voluntary behavior, but the two types of extrinsic motivation vary in their relative autonomy.

The SDT distinguishes three types of interiorization which degree varies in function of the integration of the control to itself:

-The introjection: the less efficient type; the person accepts a requirement, a request, a duty or an external regulation, but it is not totally his own. These constraints are considered alienating, in the manner of the action of external forces. The individual feels interlocked; which supports the self-esteem. In the event of success, it is a great pride and self-glorifying. It is culpabilise, feels the shame and denigrates in case of failure. In other words, the introjection is only a partial internalization of the regulation among individuals who accept the constraints and pressures without accede to it deeply.

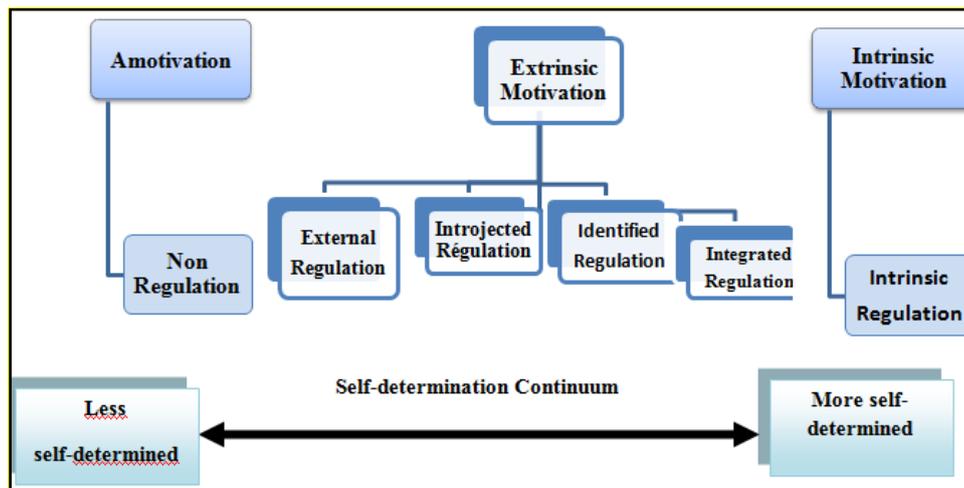
-The identification: the individual is convinced that the external factors that control his behavior can have consequences for him and he accepts to make his own. The person identifies with the value of the task and voluntarily accepts to regulate his behavior. Once the individual is identified with the external factors that govern his behavior because he has understood the interest for himself, he perceives a greater autonomy and has not the feeling that one seeks to compel them. Highly motivated people believe that their work allows them to achieve their goals in life and that their employment adheres with their personal values.

-The integration: the person manages to intensify the identification to join other aspects of its profound nature, other personal values; this provides an incentive to evolve and to discover its own value and his deep inner self. Among the forms of internalization, integration is the more thrust and is the best way for the behaviors motivated by extrinsic factors become truly autonomous or autodéterminés.

The three forms of extrinsic motivation interiorized which are: the introjection, identification and integration belong to the external regulation. These forms are located on a continuum. The degree of autonomy which is reflected in the Behaviors regulated by these types of extrinsic motivation varies systematically.

The amotivation reflects a lack of willingness to action.

Figure 1: Types of motivation and regulation in the framework of the theory of self-motivation as well as their place on the continuum of self-determination relative: Deci and Ryan (2000, p 72) [8]



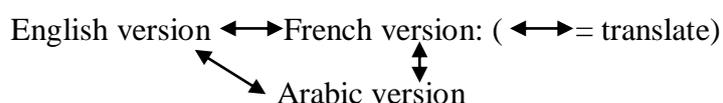
III. Methodology

1. The participants

The present study is exploratory in nature and is based on a sample of size representative. The participants were teachers of colleges and high schools (n= 500; 280 women and 220 men; Average Age Current = 42 years; average age during the recruitment= 26.5 years)¹

2. Measuring motivation

In the guise of methodology, we measure the motivation of practicing teachers using a specific questionnaire. In order to collect our data, we used, totally or partially, the scales from various sources as well as scales that we ourselves have developed. The questionnaire consists of items self reported and is inspired by already scientifically validated questionnaires that we adapt, in a concern of acculturation, to the reality and the context of Tunisian teachers.



Gamassou² has analyzed the maximum Questionnaire which measures the motivation. She wrote an article entitled "The motivation at work, issues of the measurement scales". Earned and Forest (2008) [9] have prepared a questionnaire which measures the motivation to work, composed by a list of 32 items. They have introduced this questionnaire by a question Director: Why would you do efforts at work? This questionnaire is validated in two languages [10].

Vallerand et al. [11] have constructed and validated a questionnaire measuring different levels of motivation. However, we find that this questionnaire is rather intended to measure the motivation for Studies in Education (EME)³.

Weims of Tremblay, Blanchard, Taylor, Pelletier, and Villeneuve, (2009) [12] have tested the metrological qualities of the questionnaire the "Scale of intrinsic and extrinsic motivation at work" (EMIET, Multidimensional Work Motivation Scale (MWMS)⁴). Then, they have validated it. This questionnaire includes 18 items of the motivation to work having as conceptual basis the self-determination theory (Deci & Ryan, 2000). The authors of this tool have verified the applicability of the EMIET and have tested in different working environments civilians and the military. Then, they have measured its structure, as well as its psychometric properties.

Blais (1993) [13] and his collaborators have conducted a series of study to build a tool of measurement of the motivations to work called the "Inventory of motivations in the work of Blais or IMTB"⁵. This questionnaire refers to the theory of self-determination and measure 8 forms of motivation at work: the intrinsic motivations to stimulation, to knowledge and to the fulfillment; the Extrinsic motivations by external interjected and identified control,; and the external and internal amotivations. More than 2000 employees in different sectors: teachers, schools principals, professionals, support staff...) participated to

¹ Some teachers are recruited at the age of 20 years, while others are recruited at the age of 49 years.

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³ EME : in French, Echelle de Motivation en Education.

⁴ In French, EMIET: Echelle de Motivation Intrinsèque et Extrinsèque au Travail

⁵ In French, IMTB : Inventaire de Motivation au Travail de BLAIS

validate this questionnaire in responding to its 31 items. In realities, the three questionnaires cited above are similar. However, we have chosen to use the ITMB because it responds better to our research.

"Indicate to what extent each of the following statements corresponds to the reasons for which you made an effort in your work (Likert, 7 degrees, not at all -average in agreement- Quite)"

For teachers who have difficulties to understand the French language and the English language, we have, with the assistance of specialists, translated the French version of the MBI in the Arabic language. To do this, the translation has been completed following a technical translation reversed which has required the participation of two bilingual people: a first has translated the questionnaire of the French in the Arabic language and then a second has translated in French this last version. A consensus between the translators was then allowed to ensure the correspondence between the content of the items (connotation of terms and expressions).

To not influence the choice made by the teachers and obtain a larger coefficient of sincerity in the replies, items relating to each sub-scale have been alternated and arranged in a different order of the Deductive systematization (items of each sub-scale are presented in the questionnaire at random).

Examples of sub-scales and examples of their items: (questionnaire to measure the motivation)

IM= intrinsic motivation (items: 26, 22...)

26. *For the satisfaction that I screws when I am in the process to succeed of the difficult tasks.*

22. *Because I have to prove to myself that I am capable of.*

ER = external control (items: 19, 23, 30, 31.....)

31. *Because the other will respect me more (e.g., colleagues, supervisors, students, parents).*

30. *For the various social benefits (health care, retirement, credits...) associated to this type of work.*

23. *To avoid being criticized (e) by some (e.g., colleagues, supervisors, students, parents...).*

19. *To obtain a promotion if I am enough of an effort.*

AM = amotivation (Items: 12, 24, 25)

12. *I do not know, because I really have the impression that I am wasting my time at work.*

24. *I wonder Well, I do not do the important tasks of this work correctly.*

25. *I do not know, because I do not think that this work is interesting enough to make the efforts.*

This scale gives classically place to the calculation of an index or index of self-determination (Ryan & Connell, 1989) corresponding to 3 times the average for the Intrinsic motivations, more than 2 times the average of the items of the integrated regulation more than 1 times the average of the items of identification, less the average for the interjected motivations, less than twice the average of the items of the external control less than 3 times the average for the states of the amotivation (Deci & Ryan, 1985).

IM= intrinsic motivation; INT R= integrated regulation; IDEN R= regulation identified; INTRO R=introjected regulation, ER= external regulation; AM= amotivation

Self-determination Index⁶ = $\{(IM*3+INTR*2+IDENR*1)-(INTROR*1+2*ER 3*AM)\}/6$

Autonomous Motivation= $(IM*3 +INT R*2+ IDEN R)/6$

Controlled Motivation= $(2*INTRO R)/3$

1= AM; 2= ER; 3 = INTRO R; 4= IDEN R; 5= INT R; 6= IM =; 7= index of self-determination

⁶ In his thesis, Camille Amoura (Laboratory cognition, health, socialization, University of Reims Champagne Ardenne, 2013) has calculated this index in the following: $SDI = (\text{intrinsic motivation to the Stimulation} + \text{motivation to the fulfilment (achievement)} + \text{intrinsic motivation to knowledge}) / 3 * 2 + \text{identified Regulation} - (\text{Introjected Regulation} + \text{External Regulation}) / 2 - \text{Amotivation} * 2$

While the index of self-determination to be a reliable indicator and global of the self-determined motivation of a teacher, it nevertheless has the disadvantage of not allowing the analysis of the emotional consequences, cognitive and behavioral associated with each type of motivation. Even if this index is beneficial to reduce the number of variables the motivational in some analyzes, does not only compile to a profile of each motivational teacher. It is for this that we proceeded to calculate the total motivation, the autonomous motivation and the motivation controlled and their respective percentages.

3. Psychometric validity and internal consistency of the questionnaire:

Table 1: Cronbach alpha values of the questionnaire "motivation"

Cronbach's Alpha	Cronbach alpha values based on standardized elements	Number of Items
,866	,878	33

Table 2: Cronbach of various items of the questionnaire motivation

Item	Cronbach										
1	,867	10	,865	3	,861	6	,861	27	,861	26	,859
11	,865	13	,862	14	,859	9	,862	7	,863	28	,860
12	,867	19	,862	21	,861	15	,859	17	,858	33	,858
24	,867	23	,864	29	,859	5	,863	18	,860		
25	,871	30	,864	32	,858	8	,862	20	,861		
2	,868	31	,860	4	,862	16	,866	22	,860		

Table 3: Correlations between the sub-scales of the motivation

Variables	1.	2.	3.	4.	5.	6.	7.	8.
1. Amotivation	1							
2. External Regulation	,387**	1						
3. Introjected Regulation	,053	,355**	1					
4. Identified Regulation	-,049	,229**	,564**	1				
5. Integrated Regulation	,024	,139*	,499**	,620**	1			
6. Intrinsic Motivation	,012	,294**	,738**	,686**	,646**	1		
7. Self-determination Index	-,686**	-,427**	,260**	,525**	,569**	,537**	1	
8. Self-determination motivation	,006	,260**	,708**	,813**	,859**	,931**	,616**	1
9. Controled	,313**	,906**	,717**	,426**	,330**	,553**	-,20**	,514**
10. Motivation								

Note. *p < 0, 05; **p < 0, 01.

Table 4: Cronbach of different sub-scales of the questionnaire motivation

	Means	Standard deviation (SD)	Cronbach
Amotivation	2,6085	1,11113	,793
External Regulation	3,7399	1,16037	,729
Introjected Regulation	5,6650	1,05581	,611
Identified Regulation	5,6677	1,03190	,607
Integrated Regulation	5,3451	,98502	,614
Intrinsic Motivation	5,6255	,93924	,583
Self-determination Index	2,0440	1,03257	,744

The factorial analysis in main component is thus release seven components in accordance with the expectations (see Table5).

This model to seven factors expresses 54.78 per cent of the variance. It then gets the following representation of the variables in the PLAN (Factor 1, Factor 2) Explaining 54.78% of the initial inertia.

Table5: factorial analysis of the components relating to items of the questionnaire motivation

Total explained variance									
component	Initial eigen values			Are extracted from the square of the loads			Sums of rotation of the square of Shipments		
	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %	Total	% Of Variance	Cumulative %
1	7,752	23,492	23,492	7,752	23,492	23,492	3,605	10,924	10,924
2	3,366	10,200	33,692	3,366	10,200	33,692	3,415	10,348	21,272
3	1,746	5,292	38,984	1,746	5,292	38,984	2,925	8,864	30,136
4	1,572	4,764	43,747	1,572	4,764	43,747	2,560	7,758	37,895
5	1,351	4,093	47,841	1,351	4,093	47,841	2,256	6,836	44,731
6	1,161	3,518	51,358	1,161	3,518	51,358	1,921	5,820	50,551
7	1,131	3,427	54,785	1,131	3,427	54,785	1,397	4,234	54,785

This result is consistent with the limits laid down by Gorsuch (1983) with a minimum percentage of 40 to 50%, reflecting a factorial structure adjusted. The observation of the graph of accumulation of variance of Catell (1966) or track of collapse shows (cf. Figure 2) that all factors culminating at a value of its own greater than 1 are retained (Kaiser, 1960) and (Tabaschnick & Fidell, 1996).

Figure 2: Graph of accumulation of variance of Catell (1966)

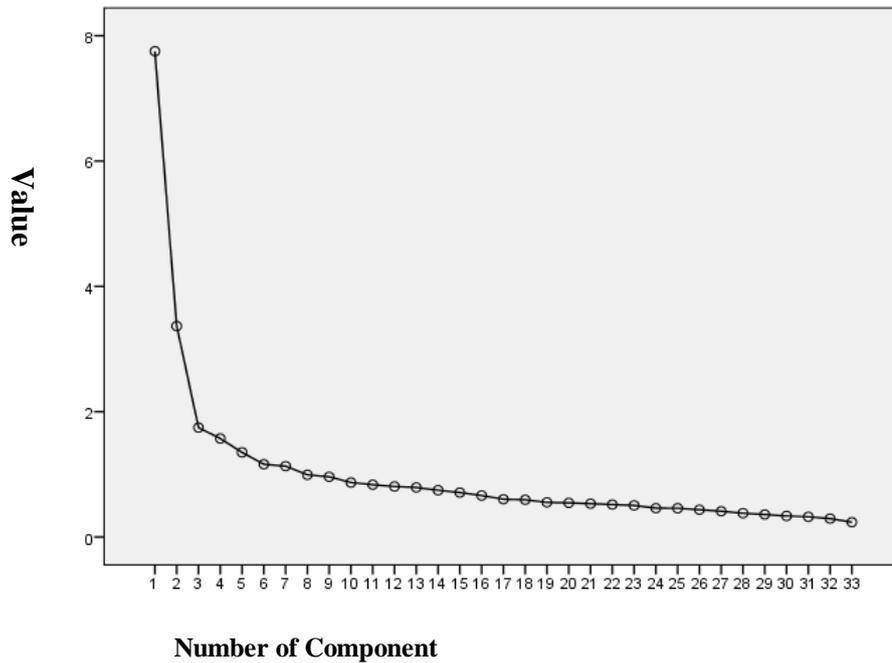
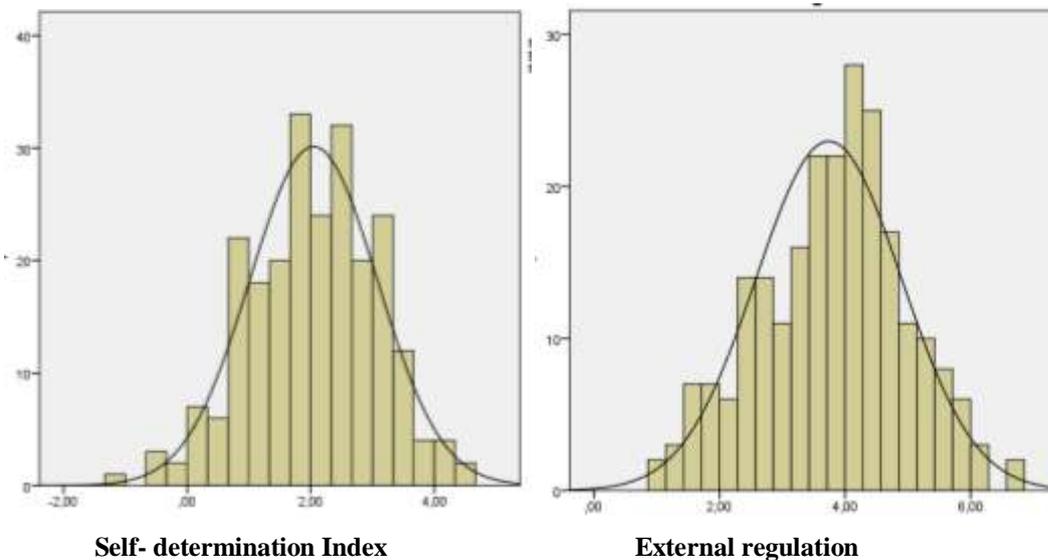


Figure 3: curves of the sub-scales of the motivation



The pace of the curves of the sub-scales of the motivation is consistent with the standards of the degrees of flattening and asymmetry: a majority of teachers having an average score and a minority with a minimum score and a maximum score.

The set of indices are within acceptable standards and have values very close to those observed in the validation studies of the majority of the versions of the questionnaire. They all indicate a satisfactory fit of the data to the model.

- The CFI indicators Comparative (TIF Index) and TLI Tucker-Lewis (index) Compare the χ^2 of the model tested and the χ^2 of the theoretical model: the values that are of the order .90 indicate an appropriate adjustment. In our case, CFI= .94

- The RMSEA (Root Mean Square Error of Approximation) allows you to see if the model fits the data well and compares the matrix observed with the estimated matrix, normal values range between 0 and .06. RMSEA found = .04

- The GFI "Goodness of Fit Index" is the percentage of variance covariance/explained by the model. This index must be equal to at least .90. By practicing the parametric test, we found that GFI = .93

- Temporal stability of the questionnaire of motivation:

Stability is an index of loyalty enables estimates if a questionnaire remains reliable in the time. This indicator is measured by the correlation. If the answers to a same person are the same when it meets two times to the same questions, the questionnaire meets the criterion of stability. The acceptable threshold is .70. Overall the items of the questionnaire must reach or exceed this threshold.

Table 6: correlation test /retest of the questionnaire of the motivation

The correlations test/retest for the questionnaire of motivation are represented by the following table:

Amotivation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Motivation
0.78	0.79	0.68	0.70	0.75	0.79

These correlations are in the majority greater than .70 (except for the introjected regulation) which is the recommended threshold for estimating if a questionnaire is stable.

IV. Results:

1. Quantity of the motivation

In order to test the research hypotheses relating to the motivation of teachers Tunisians, we conducted an empirical study by questionnaire.

Table 7: Mean, variance and standard deviation of the sub-scales of the motivation

	AM	ER	INTRO R	IDEN R	INT R	IM	SD Index
Number of Items	5	7	5	4	4	8	
Variances	1,235	1,346	1,115	1,065	,970	,882	1,066
Means	2,6085	3,7399	5,6650	5,6677	5,3451	5,6255	2,0440
Standard deviations	1,1111	1,16037	1,05581	1,03190	,98502	,93924	1,03257

The mean of the total motivation is equal to 10.17 on a total score of 14 (7 is the maximum value of the Likert scale for the Intrinsic motivation and 7 for the extrinsic motivation).

Table 8: Results statistics relating to self-determination

Statistics	
index statistics of self-determination	
N	500
Mean	2,14293
Standard deviation (SD)	,989061
Variance	,978
Asymmetry	-,254
Standard error of asymmetry	,109
Kurtosis	,013
Standard error of kurtosis	,218
Minimum	-1,321
Maximum	4,563

The self-determination index is said low when it tends toward 0 or to a negative value. It is said high when it is close to the maximum score which is 7. It is qualified of mean when it ranged between 3 and 4. The teacher with the best level of motivation had a score of 4.56. The one who is the least motivated had a negative score of -1.32. On average participants present a score of 2.14. It is estimated that this score is low.

2. Quality of the motivation:

The measurement of the amount of the motivation is important. But, it is insufficient. The nature of the motivation is generally marginalized (Won and Deci, 2005). This research had as ambition to diagnose the quality of the motivation of teachers questioned. To do this, we issued the following hypothesis:

Assumption: the choice of the teaching profession and the persistence in this work are based on the sensations of pleasure and interest granted by the teachers in their profession.

- Independent Variable (IV): the sensations of pleasure and interest guaranteed by this profession to the teachers.
- Dependent variable (DV): the choice of the teaching profession and the persistence in this work.

To measure the quality of the motivation, we referred to the continuum of the motivation (Deci and Ryan, 1985a), which constitutes the sub scales of the motivation. Using the SPSS software and Excel, we obtained the following results:

if we admit that the teachers presenting a score equal to or greater than 4 / 7 (4= is moderately, 7= corresponds very strongly) are called amotivés, in this case 64 /500 declare that they are more or less amotivés (4 to 7) is 12.8% in our sample which lack more or less willingness to action therefore:

13% of the teachers surveyed are amotivés.

The external regulation: to make in the face of external pressures, obtain a Reward (salary, bonuses, remuneration, promotions...).

Similarly, if we admit that the teachers with a score of 4 to 7 provide an effort in their work to avoid the external pressures Or for the salary...they have therefore a motivation of type external regulation; in this case 219/500 have an extrinsic motivation is 43.8% of the sample.

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The statistical analysis shows that 478 teachers have a score of 4 to 7/ 7 or 95.6% of the total i.e. they are motivated for the activity itself; the work for them is a source of interest and pleasure.

The average of the sub-scales of the motivation is presented in the following table:

Table 9: Means and Standard deviation (SD) of sub-scales of the motivation

N=500	Amotivation	external Regulation	introjected Regulation	identified Regulation	integred Regulation	intrinsic Motivation	SD Index
Means	2,6268	3,6937	5,7692	5,7450	5,4615	5,7430	2,14373
(SD)	1,05443	1,18159	,96956	1,00735	1,00594	,87906	,989638

Tableau 10: score and mean and Standard deviation (SD) of autonomous motivation and controlled motivation

N= 500	score autonomous motivation	score controlled motivation	% autonomous motivation	% controlled motivation
Mean	5,6495	4,5239	55,7232	44,2768
Standard deviation	,83119	,92063	4,74232	4,74232

Analysis of clusters:

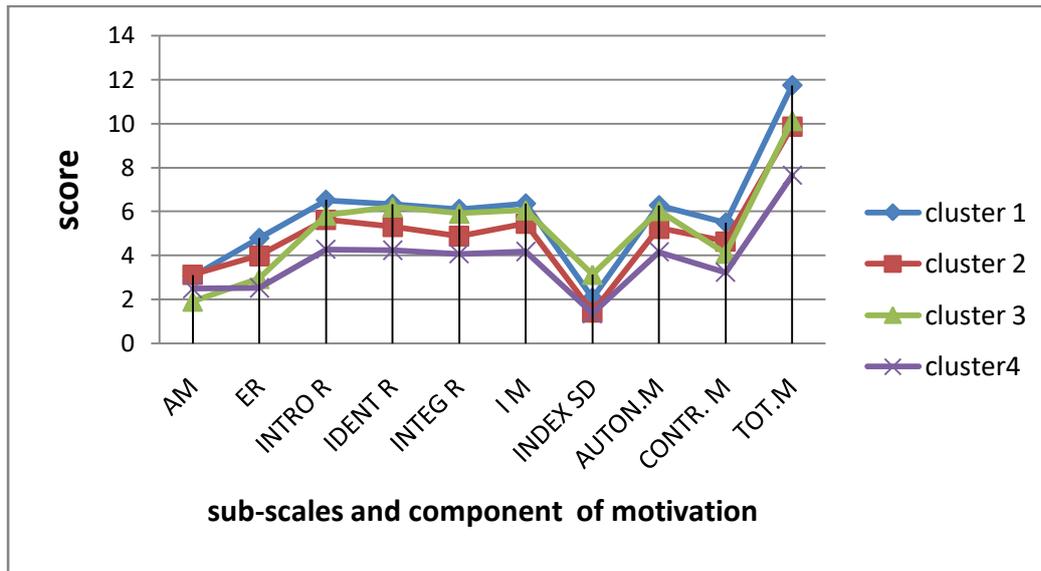
To further categorize the different motivational profiles of teachers surveyed, analyzes of clusters have been carried out using the SPSS software by integrating the sub-scales of the motivation and the indices that are derived from them (e.g. self-motivation, motivation constraint, total motivation, IAD). The results of the classification (Cluster Two step) reveals 4 clusters which do not have the same size: Cluster 1 comprises 146 teachers (29.2%), cluster 2 includes 130 teachers (26.0%), cluster 3 composed by 160 teachers (32%) and the Cluster 4 which contains 64 teachers (12.8%).

Table 11: size of clusters of classification corresponding to the motivation

	1	2	3	4	5	6	7	8	9	10	N	%	Aut.M / Cont.M
cluster 1	3,1	4,78	6,52	6,33	6,1	6,35	2,06	6,27	5,48	11,74	146	29,20%	1,144
cluster 2	3,1	3,98	5,61	5,29	4,88	5,44	1,41	5,23	4,63	9,86	130	26,00%	1,129
cluster 3	1,9	2,94	5,82	6,19	5,91	6,06	3,13	6,03	4,09	10,12	160	32,00%	1,474
Cluster 4	2,5	2,52	4,27	4,23	4,06	4,17	1,35	4,15	3,22	7,63	64	12,80%	1,288

1= AM; 2= ER; 3= INTRO R; 4= IDEN R; 5= INTEG R; 6= IM; 7= INDEX SD; 8= Autonomous Motivation; 9= Controlled.Motivation; 10= Total Motivation;

Figure 4: curve of clusters corresponding to the motivation

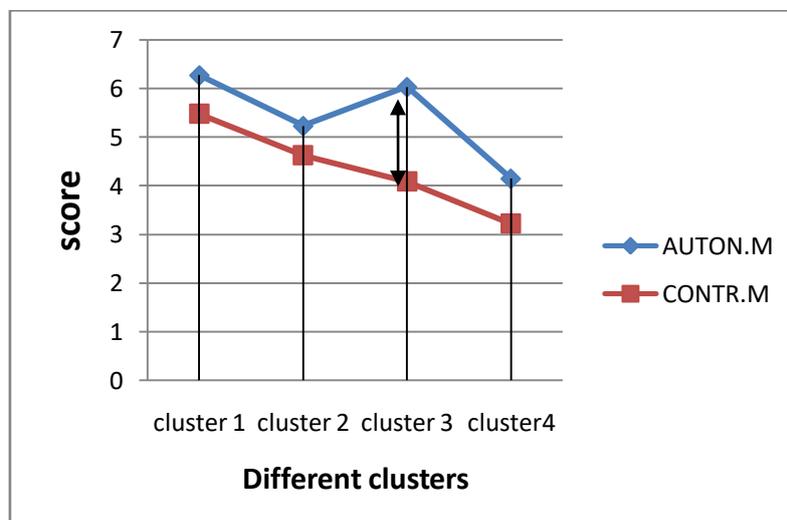


AM= Amotivation; ER= External Motivation; INTRO R= Introjected Regulation; IDEN R= Identified Regulation; INTEG R= Integreted Regulation; IM= Intrinsic Motivation; INDEX SD= Index of Self Determination; AUNTON.M= Autonomous Motivation; CONTR.M= Controlled.Motivation; TOT.M = Total Motivation.

The distance between the cluster 1 and 2 is very low, they have the same score of amotivation, almost the same IAD, and especially the same report self-determined motivation / motivation controlled (=1.1) we can therefore merge them into a single cluster; this group of teachers represents (29.2% 26% = 55.2%); it is the cluster of teachers motivated on a self-determined way and controlled; they provide the efforts for the pleasure of teaching and at the same time for the external benefits of this profession.

The Cluster 3 (160 teachers, 32%) presents the DST the Most High, the amotivation the lowest, but especially a considerable gap between the self-determined motivation and motivation controlled (Report =1.5).

Figure 5: curve of the report autonomous motivation (Auton. M) and controlled motivation (CONT. M) of 4 clusters corresponding to the motivation.



AUTON.M= Autonomous Motivation; CONTR.M= Controlled Motivation.

The Cluster 3 represents the teachers who are rather motivated in a manner determined.

The Cluster 4 (64 Teachers = 12%) brings together the teachers who have the lowest value of the autonomous motivation and that of the controlled motivation: those are therefore the less motivated in quantity and quality.

Table 12: Qualification of motivation clusters

cluster	N	%	Qualification
cluster (1et 2) combined	276	55,2%	The teachers who are motivated in a manner autonomous and controlled with levels almost equal.
cluster 3	160	32%	Teachers who are rather driven in a manner autonomous.
cluster 4	64	12,8%	The teachers the less motivated in quantity and quality.
total	500	100%	

The analysis of clusters confirms the other statistics.

Hypothesis: the choice of the teaching profession and the persistence in this work are based on the sensations of pleasure and interest guaranteed by this profession to the teachers.

55.2%, that is to say a little more than half of the teachers participating in this questionnaire are motivated at the same time in a manner intrinsic, autodéterminés, by internal regulation and at the same time by external control, controlled and extrinsic.

32% of respondents provide efforts rather by love and pleasure to education.

13% are amotivés to their profession. It is assumed that if they can find another alternative, they drop out of school.

The Tunisian teacher tends to have an intrinsic motivational profile, but it has also an extrinsic motivation profile. Moreover Vallerand (1997), considers that it would be simplistic and reducer to consider that the employees are only characterized by a single motivational profile.

Empirical experiences (Deci, Koestner, and Ryan, 1999) have confirmed that the rewards tend to weaken the level of intrinsic motivation. In other words, when people were receiving a reward such as a premium of money or a price for a task that interested them already intrinsically, their intrinsic motivation for this task has a tendency to collapse. However, according to the theories of (Atkinson, 1964; Porter and Lawler, 1968), the two types of motivation are added to obtain a total motivation. Since 1970, the cumulative effect of the two types of motivation is the object of controversy: The researchers questioned if the allocation of awards to people who were conducting an activity for which they were experiencing a natural interest influenced their intrinsic motivation with respect to this activity. After several experiments comparing an experimental group with a control group, Deci (1971, p 109) [14] has proved that when the money has been used as a reward, the intrinsic motivation has tended to decrease, whereas when the verbal reinforcement and positive feedback have been used, the intrinsic motivation has a tendency to increase.

These results show the importance of an intra-individual approach: the same individual may be motivated in a determined manner, but at the same time, he likes his profession for the rewards. As well, we can combine different forms of motivation among the same teacher. The profiles and the motivational process are complex enough to decide if a teacher is rather intrinsically motivated or the reverse.

Table 13: Correlations between the sub-scales of the motivation

Variables	1	2	3	4	5	6
1. Amotivation	1					
2. External Regulation	,338**	1				
3. Introjected Regulation	,041	,354**	1			
4. Identified Regulation	-,025	,236**	,549**	1		
5. Integrated Regulation	-,003	,171**	,485**	,623**	1	
6. Intrinsic Motivation	-,003	,314**	,723**	,687**	,630**	1

** . The correlation is significant at the 0.01 level (bilateral).

The analysis of correlations between the variables motivation demonstrates the presence of a continuum of self-determination (Deci and Ryan, 1985) which extends from the amotivation until the intrinsic motivation. Thus, the sub-scales adjacent on the continuum demonstrate the positive correlations the higher, while the sub-scales the most distant show negative correlations. For example, the intrinsic motivation is positively correlated with the integrated regulation ($r = 0.630$). In addition, the intrinsic motivation is negatively correlated with the amotivation ($r = -, 003$)

Values near the extrinsic motivation and intrinsic motivation reveal a commitment of teachers to their profession for internal reasons, but also for reasons external. Furthermore, the answer to the question "If you find another profession, do you intend to persist in this occupation?" "Is worrying: in effect, 37.4% want to leave their profession of teacher! Their persistence could be explained simply by the absence of alternatives or solutions. The extent of the (a)motivation has been conclusive since it has predicted the stall professional.

62.6% of our sample has the intention to persist and continue to exercise their profession. However, teachers who have the intension to leave their profession represent an important batch which reaches 37.4%.

However, one of the plausible explanations for this dissatisfaction is that these teachers have not chosen this profession after their success in the tray: 30.7% of respondent teachers said that the teaching profession was not their first choice of career. If the number of teachers dropouts is very low, this finding does not explain the reality, because a good number of teachers have had recourse to a "stall" momentary or disguised when they get long-term leave . This research therefore attempts to examine why some teachers persist, while others drop out when they find another job. The teaching profession he continues to respond to the three basic needs of every human being, namely: the needs of autonomy, the needs of competence and the needs of interrelationships (Deci, Vallerand, Pelletier and Ryan, 1991)?

At this level of the research, we found a significant vulnerability of a significant proportion of teachers:

13% are demotivated, 37.4% have the intention to leave their profession, 30.7% have not chosen this profession, 49.8% think they will benefit from the early retirement

V. Discussion:

According to Deci and Ryan (2000), the basic psychological needs would constitute the necessary nutrients to the self-determined motivation. In effect, they define these needs as "nutrients which any living being has needs to maintain its growth, its integrity and its health" (Deci & Ryan, 2000, p. 326). Just as the physiological needs must be administered to ensure the survival and the well-being of human beings, the TAD postulates that the

satisfaction of basic psychological needs is necessary for their psychological health and their psychological functioning optimal (Ryan & Deci, 2011).

A teacher whose need for autonomy is satisfied will affirm that he feels free to do its work as it wishes, to express its ideas and not to feel a pressure s exercise on him. However, it would be relevant to recall that the Tunisian educational system functioned in a centralized manner. Inspectors will ensure teaching to the application of a formal program unique and in the use of the manual a single school. The educational administration adopts an organizational culture Rigid and highly hierarchical. The Department of Education provides an authority on the regional stations; these control the schools. The prerogatives of the local and the regional level are so reduced. The directors of the schools are not elected therefore these rather controlling practices triumph.

It is obvious that a large cohort of teachers, as indeed any employee, need to work to earn money (extrinsic motivation). Other causes can animate the external motivation such that the social benefits of the teaching profession. In addition, the social climate, represented by the tense relationship between the unions and the educational power, is rather confrontational and stormy; the Tunisian school raises suspicion and lack of confidence and tends to become a confined space of conflicts between all the components of society: teachers, students, staff, administrative staff and parents.

Why some teachers demotivated lose-they progressively the taste and pleasure to work?

The extrinsic strengthening increases-the intrinsic motivation of someone, decreases or leaves-it unchanged?

What must be done for teachers to instill in them the desire to give the maximum of themselves?

Many of the teachers are engaged in their profession by a intrinsic interest for which they are also rewarded in a manner extrinsic. Nevertheless, in an article entitled "Why are we?" Deci (2000), has shown empirically that the money, control and the threat diminish the intrinsic motivation. While the compliments have a favorable effect on the intrinsic motivation.

Maslow, in "Eupsychian Management", argues that the internal controls are less alarming and longer lead to a solid moral health that the external controls. It is clear to me that if we want people to love what they are doing, that their work provides the joy and satisfaction in the same way as their leisure.

The teachers called intrinsically motivated are those who work by pleasure, by interest, and by love for teaching. Those who are convinced that education has a meaning for them. They want to meet their needs of accomplishment and have an increased need to feel competent (Deci and Ryan, 2000). Those are the teachers who spend several hours to prepare lessons to teach, to correct the reviews of their students, for the only pleasure inherent in this business. These are the teachers who are eager to succeed, since the success is in itself very rewarding. The intrinsic motivation is relatively similar to the concept of flow, which is "a transitional state of absorption, of pleasure and of intense concentration" (Forest and Mageau, 2008). This type of motivation is in the order of 5.65. The teachers, who are motivated to the interior, feel a sense of self-determination, as well as their need for autonomy is satisfied.

Just to the side of the intrinsic motivation, is the integrated motivation which means that the teacher provides efforts in his work because it is in harmony with its personal values; his work becomes an integrated part in his life. In our research the level of the integrated motivation is estimated at an average of 5.64.

The score of the motivation identified (draft career to achieve the important objectives in the Life) is on average of the order of 5.68.

In the middle of the continuum of self-determination, is located the motivation introjectée (avoid disappoint the supervisors, the parents; have a good image of itself before the other, avoid the failure, to want to be the best,

not to lose their reputation, be a winner). This type of motivation deals globally of the commitment of the ego and personal value contingent to the performance. The value of the introjectée motivation is to 5.66.

The teachers who provide the efforts by compliance, or for a reward, a promotion, a promotion or to avoid the negative assessments of their supervisors or students have a motivation of type external control (Deci, 1971), it is quantified to 3.79.

It goes without saying that any employee has need of a salary to live, but the deleterious aspect of the extrinsic motivation is particularly evident among individuals who attach great importance to this type of motivation. This is therefore not necessarily the extrinsic motivation in itself that is problematic, but well the intensity that is given to it.

Finally, at the end of the continuum of self-determination is the amotivation, or simply the lack of motivation (non-commitment to the work, resignation, printing of losing his time at work, uselessness of work). The score of the amotivation is of the order of 2.65.

When an educational system favored more autonomy, teachers were more satisfied with their work and their working conditions. In addition they had a higher degree of trust toward their supervisors. Our educational system is still subject to the principles of central planning. It supports little the autonomy of teachers.

The classic intrinsic motivation versus extrinsic motivation distinction has gradually left the place to the opposition motivations "autonomous" (i.e., spontaneous, chosen, volunteers) versus "constraints" (i.e., forced, controlled by pressures). In this framework, a strong regulated motivation by constraining factors is much less beneficial than a strong autonomous motivation, in terms of the quality of the involvement, of performance or well-being.

The TSD is a prototypical theory of the current of the positive psychology, and emphasizes the behavior of any individual in a position of authority, likely to facilitate or hinder the optimal motivation, the well-being, the performance or the development of individuals that it oversees.

A study on the companies of investment banking, conducted by Baard, Deci and Ryan (2004), revealed that the psychological needs of base were more satisfied among employees whose managers favored the autonomy and that these employees were also more committed in their work, they had a performance significantly superior and that they demonstrated a better-be higher than the employees working with managers more focused on the constraints. Lynch, plant, and Ryan (2005), in the framework of a survey of employees to a psychiatric hospital, have noted that the employees who enjoyed a greater autonomy felt better in their workplace and that their job provided a sense more high' of accomplishment. In addition, they adopted attitudes less directives to their patients.

Edouard L. Deci is asked the question: why do we work? For taste? For interest? For Need? For the money? If we transpose this question to the Tunisian teachers, there is a range of response: Teachers working by intrinsic interest in their profession are also rewarded for extrinsic way. Under pressure of association, the Tunisian teachers have benefited during the past two years of two exceptional promotions, their salary has increased by two cents dinars, and the question which arises is this: is this that this remuneration, therefore this strengthening extrinsic, has increased their intrinsic motivation, or even their performance? The answer is in the negative, the inspection reports do not reflect this improvement. Some researchers (Deci, 2000) have demonstrated that the money has a negative effect: students receive money to do puzzles are become dependent of the rewards, so that those who are not paid continued to do puzzles by love and for the simple pleasure of doing. The punishment has the same effect; students threatened become dependent of the punishment. The teachers are always asking their need to a Reward verbale: the congratulations, the praises, compliments, tables of honor and the valuations of the effort of the teacher have a more positive effect on its intrinsic motivation than the tangible rewards. The Verbal reward of the Inspector, the Director, parents strengthens the confidence of the teacher in itself and increases its sense of competence and its willingness to improve.

The image of the school is also in relation to the image of the teacher: the teachers feel that they have progressively less of the prestige that before, in the eyes of public opinion, they feel less valued. The teachers complain of having suffered a net decline in the level of their status and the social recognition of their profession.

The function teacher has changed profoundly. In the sixties, the teacher is classified among the rich, today, it is more. Even the social origin of teachers has changed. Currently, the vast majority of poor students become teachers and instead of pharmacists or engineers or doctors. The teachers feel that their level of remuneration or advancement is less good than for executives in the private sector, they have less social benefits.

VI. CONCLUSION

In our research, the measurement of motivation is carried out either by the index of self-determination, the sum of the overall intrinsic motivation and the extrinsic motivation, by the amotivation, or by the sub-scales which make up the continuum of motivation. The results have given:

- On average, participants present a score of index of self-determination of 2.14.
- 43.8% of the sample has an Extrinsic Motivation
- 95.6% of the total is motivated intrinsically
- The percentage of the Controlled motivation is to 44,2768%
- The percentage of the self-determined motivation is to 55,7232%
- The total percentage is of the order of 10.17 on a total of 14
- 13% of the teachers surveyed are immotivated
- 30.7% of questioned teachers said that teaching was not their first choice of career
- 37.4% have the intention to leave their profession,
- 49.8% think benefit from the Early Retirement

The above statistics reveal that the Tunisian teacher always keeps a certain respect and love to his business. It tends to have an intrinsic motivational profile, but it also has an extrinsic motivational profile. Moreover Vallerand (1997) considers that it would be simplistic to consider that the employees are only characterized by a single motivational profile. According to the theories of (Atkinson, 1964; Porter and Lawler, 1968), the two types of motivation are added to get (obtain) a total motivation. In our case, the average of the total motivation is equal to 10.17 on a total score of 14. These results show the importance of an approach intra-individual: the teacher Tunisian is motivated a self-determined way, but at the same time, he likes his profession for the rewards. As well, we can combine different forms of motivation among a same teacher. It is obvious that a large cohort of teachers Tunisians, as indeed any employee, has needed to work to earn money. Other causes can animate the external motivation such that the social benefits of the teaching profession. Empirical experiences (Deci, Koestner, and Ryan, 1999) have confirmed that the rewards tend to weaken the level of intrinsic motivation. In other words, when people were receiving a reward such as a premium of money or a price for a task that interested them already intrinsically, their intrinsic motivation for this task has a tendency to weaken. In the course of their claims, teachers require a verbal reinforcement, a valorisation of their efforts, congratulations, compliments, of the dignity that reward their sacrifices, including the arduous nature of their profession, this Are these determinants non-tangible that contribute to their intrinsic motivation. The teachers expect these rewards verbal the inspector, the Director of the school, parents, and even students. These awards reinforce the confidence of the teacher in itself and increase its sense of competence and its willingness to improve.

Empirical experiences (Deci, Koestner, and Ryan, 1999) have confirmed that the rewards would decrease the level of the intrinsic motivation for different activities of premiums and occasional rewards.

In other words, when people, regardless of their age, received a reward such as a premium of money or a price for a task that interested them already intrinsically, their intrinsic motivation for this task has a tendency to crumble. These individuals have more interest in this activity (Deci and Ryan, 2008, p 25). Of this fact, it can be inferred that the total motivation is not the valid indicator and relevant to predict the quality of behaviors and their success at work. The external factors are not confined to rewards, they can be negative: the threats of punishment (Deci and Cascio, 1972, p 12) [15], control, the pressure, monitoring (plant and Ryan, 1985), the deadlines (Amabile, DeJong, & Lepper, 1976) weaken the intrinsic motivation. Deci (Deci et al, 1999) has shown that, unlike the material rewards, the positive feedback on the performance increases the intrinsic motivation of a person because this feedback reinforces its sense of competence and its satisfaction of itself.

After several experiments comparing an experimental group with a control group, Deci (1971, p 109) has proved that when the money has been used as a reward, the intrinsic motivation has tended to decrease, whereas when the verbal reinforcement and positive feedback have been used, the intrinsic motivation has a tendency to increase.

Despite the increase in the salary of teachers in their granting two exceptional promotions, their "cause" has not changed. In effect, this remuneration, therefore this strengthening extrinsic, has not improved their performance, nor their motivation.

The number of unmotivated teachers is of concern 13%: a teacher is disengaged when his profession fulfills more its needs of autonomy, competence and affiliation or social status. When these needs are met, they lead the teacher to a well to be professional, to a good quality of life at work and emancipation.

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