

Public Abstract

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Title:The Drive to Improve: A Quantitative Study of the Relationship Between Professional Learning Communities and Teacher Motivation.

This paper explored the perceived level of Professional Learning Community (PLC) implementation in secondary schools in Missouri. It also quantitatively explored teacher's perceived level of motivation when viewed through Daniel Pink's (2009) conceptual framework of intrinsic motivation which includes autonomy, mastery, and purpose. The study looked for correlations between PLC implementation and teacher motivation and created predictive models for motivation from the PLC components.

The research determined that participants rated Supportive Conditions-Structures the highest and Shared Personal Practice the lowest based upon their mean scores. The data also revealed that teachers rated their level of autonomy significantly lower than their level of mastery and purpose. Supportive Conditions-Relationships was found to be most highly correlated for all three components of Pink's motivation framework and was also a factor in each of the predictive models established through regression analysis. This research supports previous findings regarding the value of professional relationship in organizations and also support previous findings regarding decreasing levels of autonomy in our nation's schools.