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Social Support as an engaged behavior of teaching – a self-determination theory perspective

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About myself



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Research Interest

- ❑ Self-determination theory in the classroom
- ❑ Social Support
- ❑ Teacher satisfaction, work engagement and well-being
- ❑ Teacher knowledge

Current work

Leading a General Research Fund on a project entitled “The predictor and outcome of social support giving – a self- determination theory perspective” 2021-2022.

Leading a Teaching Development Project entitled “Implementing a design thinking curriculum in pedagogy courses to nurture creative teachers” (2020-2022)

Social Support Giving

For teachers

One of teachers' **primary goals in teaching** : is to provide **nurturance** through social support giving on students

Previous studies

- ✓ Examine the **methods and skills** for teachers to perform social support on students
- ✓ investigate the **positive outcomes** that students receive teachers' social support
 - Life satisfaction
 - Physical and mental health
 - School engagement and self-competence

Research gap: the **antecedent of teachers' social support giving** is seldom explored - how teachers are guided to social support giving behaviour

Social Support Giving on students

- Refers to teachers' assistance and care for learners
- In teaching context, teachers are the **givers** and students are **receivers**

How can teachers offer support to students?

Support **in** the classroom

Increase students' **learning potential** through

- Create **effective and supportive** learning environments
- Provide **guidance** in the process of learning

Support **outside** the classroom

- Helping students to build up **skills and abilities for self development**
- Establish **good** teacher-student **relationships**

Basic Psychological Need (BPN)

- Schools play an important role in facilitating **teachers' basic psychological need** from workplace

Schools facilitate teachers' three BPN

Autonomy

Sense of **initiative** and ownership in one's action

Work **align with own value**

Competence

Feeling of **mastery**

Able to take optimal challenges, positive feedback and opportunities for growth

Relatedness

Sense of **belongings and connection**

To **be cared** of and **provide support** to others

(Ryan & Deci, 2020)

Self-determination Theory (SDT) and Social Support Giving

Basic Psychological Need Theory (BPNT)



Importance of Work Engagement

Traditionally

Main concerns for school managers :
Teachers' skills and competencies

Work Engagement (WE) –

Affective and motivational state characterized by **vigor, dedication and absorption** (Bakker et al., 2008).

Changing view of education

Work Engagement is studied as the internal factor → benefits learners



Engaged teachers

- ✓ High level of **energy**
- ✓ Experience a sense of **significance and enthusiasm**
- ✓ Full **concentration and immersion** in work

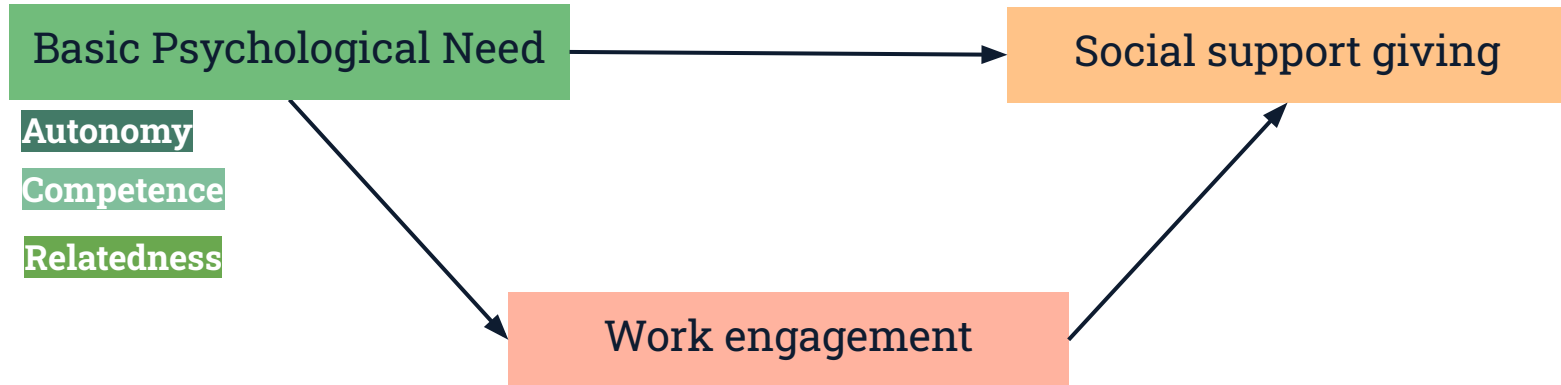
Work Engagement and Social Support Giving



work engagement is an affective state, positive feelings about the job that would spur ones' proactive behavior.

→ Engaged teachers are more likely to offer social support to students in and out of the classroom

Theoretical Framework



Examine the **mediation effect of work engagement** between the relationships of

- **Autonomy** and social support giving
- **Competence** and social support giving
- **Relatedness** and social support giving

To study teachers' **social support giving behaviour**

Methodology



We conducted **quantitative and qualitative analysis** among Hong Kong junior secondary school teachers

Quantitative analysis

Sample size: **309** teachers from 10 schools

Wide spectrum stratified in terms of academic standards, geographic locations and funding types

- 7 Aided; 2 DSS; 1 Govt.
- 6 band 2 schools; 4 band 3 schools

Complete **a survey** to investigate the relationships of variables

Mediation analysis with SEM was performed with the aid Of **Mplus** (Geiser, 2013).

Qualitative analysis

Sample size: **23** teachers from 9 schools

Conduct **online interviews** to understand teachers'

- Methods commonly used in teaching
- Concerns on learners and teaching beliefs
- Beliefs and philosophy of teaching

An **interpretative approach** was used to gather data of "thick description" (Geertz, 1993).

Content analysis was conducted with the aid of **NVivo 12**, based on open, descriptive coding.

Quantitative Analysis - mediating role of work engagement

Autonomy and Social Support Giving

Work Engagement **fully mediates** the relationship between autonomy and social support giving

Autonomy **may not predict** teachers' social support giving itself

Implying that

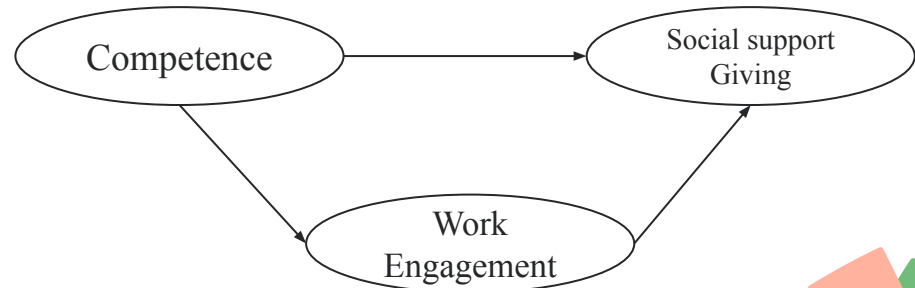
- **schools fulfill teachers' need for autonomy at work** lead teachers be **more engage at work**
 - E.g. Allow teachers to **work align with their teaching philosophy and values**
- **Engaged teachers** more likely to **offer help and support** to students



Quantitative Analysis - mediating role of work engagement Competence and Social Support Giving

Work Engagement **partial mediates** the relationship between competence and social support giving

- Need for competence \uparrow Social support giving \uparrow
- Need for competence \uparrow Work Engagement \uparrow
- Work Engagement \uparrow Social support giving \uparrow



Conceptualisation of qualitative study - Teacher Social Support promotes student development

Learning is an active process of thinking and feeling that can **enhance a learner's cognitive, metacognitive, and affective learning skills** for the discovery of knowledge.
As a unique individual, every student can realise their **interests and potentialities, live a good life, and contribute to society.**



Support in the classroom

1. Implementing **authentic and experiential** learning
2. Facilitating student **learning from peers**
3. Promoting **learning goal**
4. Promoting students' **regulation in learning**
5. Using **questioning** in teaching
6. Using **differentiated** instruction
7. Providing **formative feedback** to students
8. Implementing a **learner-owned, inquiry-based** learning process

Support outside the classroom

1. Building **good relationships** and nurturing relatedness
2. Sharing **personal life experience** with students for them to learn from role models
3. Supporting student development through **outside classroom learning occasions** to broaden horizons and enrich experience
4. Considering students' **emotional development and well being**

Academic development

Effective learning, develop skills for lifelong learning

Personal development

Self-concept, self-esteem, self-confidence

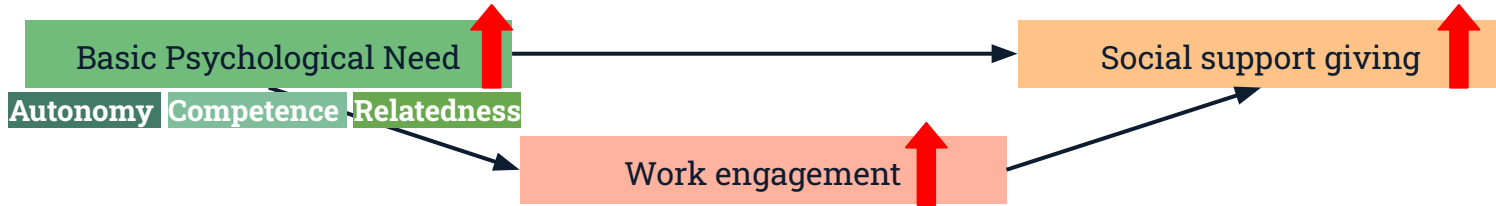
Social development

Communication, teamwork skills, integrate in society

Implications & Conclusion

Quantitative analysis:

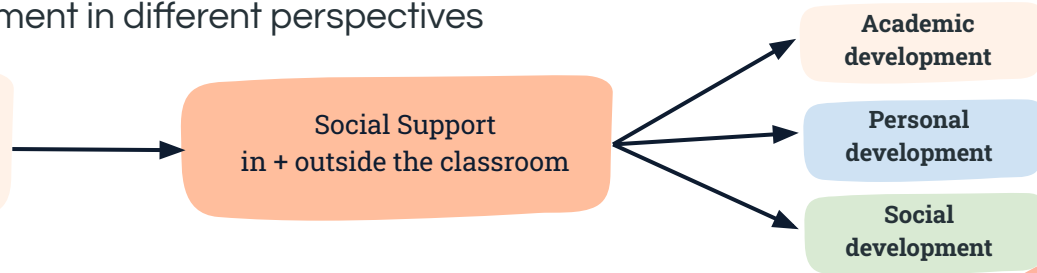
School facilitate teachers' basic psychological need → work engagement reflecting teachers internal states → engage in social support giving behavior



Qualitative analysis:

Teachers' philosophy in teaching → perform social support in and outside the classroom
→ Promote students' development in different perspectives

- ✓ Promoting **all round development** that leads to human flourishing
- ✓ Equipping learners with learning skills, to serve for living a good life





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