

Intrinsic and Extrinsic Motivation of Elementary Teachers

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**Abstract**

The purpose of this research paper was to answer the question "Does an intrinsic drive or extrinsic rewards motivate elementary teachers?" The design of this study utilized quantitative methods through an anonymous Likert scale 10 question survey, 5 intrinsic and 5 extrinsic, given to elementary teachers at Harmony School of Science - Austin. The overall trend in the results was a split between the two motivators; 86% intrinsic and 75% extrinsic were both effective for elementary teachers. However, the average intrinsic motivation was 11% higher making a significant jump. In fact, there were two intrinsic questions that yielded 100% results whereas, extrinsic factors did not yield any unanimous replies. In conclusion, the results of this research have the potential to help school administrators become more aware of the factors that affect

teacher motivation and recommends practices such as hiring intrinsically motivated individuals and providing extrinsic rewards.

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