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**Examining teachers' beliefs about motivation to learn based on  
the TARGETS dimensions offered by the goal theory**

Summary of the PhD dissertation

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Over the past few decades, research on motivation to learn has produced a number of findings applicable to classroom practice (Hornstra et al.; 2015; Turner et al., 2009), but these have hardly been translated into teacher practice. The explanation for this phenomenon may be partly related to teachers' beliefs about motivation, which may hinder the uptake of research findings. Our work explores the possibilities of translating the knowledge accumulated within the framework of goal theory, one of the most active research paradigms in the study of motivation to learn, into practice from the perspective of teachers. The TARGETS (Task, Authority, Recognition, Grouping, Evaluation, Time, Social Relationship) dimensions of goal theory offer a framework for motivating classroom practice (e.g., Ames, 1992; Kaplan and Maehr, 2007; Lüftenegger, 2017), but little research has been conducted on whether teachers find the literature useful. In addition, we also considered other related constructs, such as teacher sense of responsibility (Lauermann & Karabenick, 2013), classroom practice (OECD-TALIS, 2018) and motivational strategies (Midgley et al., 2000).

The empirical part of this thesis is divided into three chapters, and both qualitative and quantitative methods were used to collect data. The first study (n=21) used semi-structured interviews. In the second unit, we tested and evaluated the functioning of a partly adapted (Bardach et al., 2018; Midgley et al., 2000; Lauermann & Karabenick, 2013) and partly self-developed questionnaire, mainly consisting of Likert-scale questions. Then, in the last unit, we presented a more detailed analysis of the construct discussed in this thesis. As part of this, the differences in utility and feasibility for the TARGETS dimensions are discussed, as well as the relationships between the constructs under consideration.

During the interviews, we found that teachers support the strategies of the TARGETS dimensions, but that their practical use can be difficult. The goodness-of-fit indicators of the developed measurement tool and the adapted questionnaires were adequate, suggesting that they could be effective tools for use in teacher training and CPD. The results of the questionnaire research revealed that there is a strong relationship between teacher practice responsibility and motivational strategies. The results could be used as a basis for further research, but some of the questionnaires could also be used in teacher education and in-service training, for example to support self-reflection.