College of Professional Studies

Motivating Factors of Educators Transitioning to the Cyber Environment at Reach Cyber Charter School

by

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Ten years ago I had a dream. The dream turned into a plan. The plan had goals. The goals began to shape the way I organized my future. For the majority of my learning career, I navigated my path based on unfortunate circumstances that I had witnessed from others around me. Telling myself that I wanted to do certain things differently than others and praying for good people to cross my path and help lead me in the right direction. I will always remember the way that I finally felt at peace and like I had a purpose after spending time in the classrooms of Dr. Galella and Dr. Frantz-Fry. I cannot thank them enough for encouraging me and never letting me accept less than my best. Your commitment to my educational journey is something that I carry with me in every interaction I have with teachers and students.

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CHAPTER 1

The Problem and Its Setting

Introduction

Motivation may be considered the largest factor in whether or not humans complete tasks. It would then be presumptuous to say that the significance of motivation in the workplace and within educational institutions is of the utmost importance. Cook has defined motivation as a process that fosters goal-directed activities from a place of initiation and sustainability (Cook & Artino Jr, 2016, 997).

We live in a time where education is everywhere, but the vehicles we use to access education are drastically different. Most notably due to the COVID-19 pandemic, the number of K-12 students enrolled in free statewide online full-time education skyrocketed from approximately 375,000 in the ‘19-’20 school year to 656,000 in the ‘20-’21 school year (National School Choice Awareness Foundation, Inc., 2022). There is no longer a one-size fits all model. The knowledge that can be acquired through various educational institutions is exponential. At the turn of the century, the National Center for Education Statistics reported that there were only 17,500 public charter school teachers across the United States. Fast forward to the 2017-2018 school year and these teachers are up 1,076%, accounting for approximately 188,300 public charter school teaching positions (US Department of Education, 2020). The motivations behind accessing education have shifted.

There are countless theories that aim to explain contemporary motivation. It would be remiss not to review such theories as they all play a part in helping to shape the significance of the educational shift that can be seen across the country with regard to teaching and learning within the cyber environment. The times of strict class or work schedules have moved and

brought about changes that make alternative working environments more sustainable. Students are accessing education at a much younger age through cyber schooling platforms. Educators are making career shifts to teaching for cyber institutions. At the epicenter of the COVID-19 pandemic, an immediate change swept across the nation, forcing all education to be conducted virtually. Teachers, students, and families who may have had little to no training or choice in education through a virtual learning environment were now forced to work this way.

Cyber education poses an alternative learning environment to traditional brick-and-mortar schools. Take a deeper dive into what motivates students and families to choose cyber education over the brick-and-mortar alternative. Why are teachers leaving their classrooms after decades of dedication? Why are families switching to full-time cyber instruction after testing the waters within their brick-and-mortar districts during the COVID-19 pandemic? Has the world's view of cyberlearning changed? What aspects of motivation theory can explain the shift we are seeing in education today?

While there is research on motivation theory and cyber education trends, a distinct gap in the literature forms when establishing what motivates teachers to choose a career in the online environment. Therefore, this paper will identify motivating factors that influence the choice to work in the online environment through three distinct lenses: cognitive, technological, and functional. The intention is to further explore the question "What are the motivating factors that influence teachers to work in the cyber charter school setting?"

Using a quantitative survey method, this study compares the motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, another cyber school, or another profession.

Theoretical Framework

The theoretical framework of this study is explored through the lens of Abraham Maslow's Hierarchy of Needs Theory. This hierarchy further explains how certain needs motivate human behavior, which can display important trends in motivating factors of educators entering the cyber teaching environment. Psychologists Abraham Maslow and David McClelland provide substantial evidence of how motivation affects various aspects of life. Maslow focuses on needs within a hierarchy that explain how humans are motivated at various levels once the more basic level of needs has been fulfilled.

Maslow explains how human needs arrange themselves in prepotency hierarchies. When one need is presented, it is following the satisfaction of the prior. Every desire is directly correlated to the satisfaction or dissatisfaction of other desires (Maslow, 1943, p. 370).

Figure 1 Maslow's Hierarchy of Needs (Tigeralee, 2015)

As seen in Figure 1, Maslow's Hierarchy of Needs creates a pyramid of needs that typically relies on the most basic needs being met first to then trigger the desires of the latter. It is important to understand these different levels of needs and how they relate to the decisions that

educators make about their working environment in relation to employment at Reach Cyber Charter School.

When starting with the most basic level of *physiological needs*, it's important to think about how this level, if left unsatisfied for a consistent period of time, may become a severe motivating factor for an educator who is looking for a new job role in their career field. Educators who are consistently not sleeping enough or getting enough to eat due to heavy workloads, long commutes, and possibly understaffing, are more likely to seek a new teaching opportunity that is going to afford them less travel time and set breaks. Though this level may seem like the most basic in reference to Maslow's pyramid, if not satisfied, it is a need that will prompt the educator to begin searching for alternative employment potentially in the cyber educational setting. (Maslow, 1943, p. 372)

The next level of Maslow's pyramid is *safety needs.* In relation to teaching as a profession, an educator who does not feel that his or her personal safety needs are being met in a traditional educational institution may in fact find themselves searching for an alternate career path. Disciple issues are the safety concerns being noted here. In recent years, a common complaint of brick and mortar educators is the lack of support from administration when it comes to the discipline issues they are facing from students in their charge. If the educator can't support their home from the work they are doing and are fearful of the security of the role they are in, then chances are much higher that the educator in question will be searching for a role that gives them a sense of security and safety. In the cyber education environment, the educator works completely out of their home office. This could comfort many educators who used to dread the commute to work or are tired of running around in an unsafe school building all day. When an

educator doesn't feel safe and secure in their role they will attempt to fulfill that security elsewhere. (Maslow, 1943, p. 379-380)

Of the five levels of Maslow's Hierarchy of Needs, the third is *love needs*. (Maslow, 1943, p. 381) It is important to understand that without mastering the most basic needs on the hierarchy, one cannot continue to work their way up the pyramid. Self-esteem and self-actualization needs cannot be met until the most basic needs are fulfilled.

Conceptual Framework

The conceptual framework of this study is built from Maslow's Hierarchy of Needs Theory. Every person has motivating factors that guide them in making decisions. This study plans to investigate the differences in motivational factors of cyber school teachers that led them to the career path they are on today. Motives of cyber teachers to teach in this environment are the factors being investigated. The online survey instrument will be used to find the motivating factors in which teachers made the transition to teaching at Reach Cyber Charter School. It is expected that the online survey instrument will show results that correlate with Maslow's Hierarchy of Needs Theory based on the most basic needs being fulfilled first. A motivational factor scale will be determined to assign the levels at which factors contributed to prompting a teacher to seek employment with Reach Cyber Charter School.

Figure 2

Purpose Statement

The purpose of this quantitative study is to test Abraham Maslow's Hierarchy of Needs Theory as it relates to motivating factors for educators entering the cyber school environment. This study will examine differences in motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various points of entry, i.e. brick and mortar, college, or another profession. The independent variable is the levels of employment of the participants in their previous roles, defined as their place of employment or college. The dependent variable is the motivating factors that are defined as reasons the teacher chose to work in the cyber environment.

Research Question

What are the differences in motivating factors among educators at Reach Cyber Charter School who made the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession?

Sub Problems

1. What are the motivating factors of teachers who make the transition to cyber education from brick-and-mortar education?
2. What are the motivating factors of teachers who make the transition to cyber education from college?
3. What are the motivating factors of teachers who make the transition to cyber education from another profession?
4. What are the differences in motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession?

Hypothesis

Null Hypothesis 1: There are no differences in motivating factors between educators transitioning to cyber education from various places of employment, i.e. brick and mortar, college, or another profession.

Alternative Hypothesis 1: There are differences in motivating factors between educators transitioning to cyber education from various places of employment, i.e. brick and mortar, college, or another profession.

Definition of Terms

1. Brick and Mortar Education - A school that has a building where students attend regularly to take classes (IGI Global, 2022). In this study, brick-and-mortar education is defined as learning that takes place in a physical building rather than in an online classroom.
2. College - An educational Institution that provides specialized professional or vocational training or higher education (Oxford Languages, 2023). In this study, college is the

higher level of education required to obtain a teacher's license and become a certified Pennsylvania Teacher.

3. Contemporary Motivation - A style of motivation theories that explain how human cognition influences motivational controls and notes the importance of interactions from individuals within their socioenvironmental context (Cook & Artino Jr, 2016). In this study, contemporary motivation is the connection between what is learned and how that motivates the individual to make decisions.
4. Cyber School - A cyber school has an internet-based curriculum taught to children through online classes (Cambridge University Press, 2023). In this study, the cyber school is defined as learning that is done in the online classroom instead of the brick-and-mortar classroom.
5. Cyber Teacher - An educator certified in Pennsylvania, who uses the internet as the main communication for carrying out instruction in the cyber classroom setting.
6. Educator - A certified Pennsylvania teacher who educates students full-time in the brick-and-mortar or online classroom.
7. Motivating Factors - The set of needs that explain the behavior of people (IGI Global, 2022). In this study, the motivating factors include anything that persuaded the educator to begin employment at a cyber school. Motivating factors can be used synonymously with aspects of job satisfaction.
8. Profession - Any work that takes a particular skill or special training, very respected for its high level of education (Cambridge University Press, 2023). In this study, a profession is anything different from the teaching profession.

Delimitations

This study is delimited to Pennsylvania-certified K-12 teachers who hold a valid Instructional I or II teaching certification.

This study is delimited to teachers who have been working in the profession for at least one year.

This study is delimited to teachers who are currently teaching for Reach Cyber Charter School in Pennsylvania.

This study is delimited to teachers with rosters of students. No administrators or educational support personnel are included in the sample size.

Limitations

Limitations are present in this study based on the fact that participation is volunteer-based. This could cause participation to be limited. The delimitations of the study make the eligibility of participants more specific, which may result in a sample size that is smaller than anticipated. The sampling may not be representative of a larger population as it is conducted from a limited demographic (Reach Cyber Charter School). The findings of this study are only comprehensive of educators who (1) have a valid teacher certification in Pennsylvania, (2) have one or more years of teaching experience, and (3) teach for Reach Cyber Charter School in Pennsylvania. The findings of this study may be limited in the fact that Reach Cyber Charter School is only in its seventh year as an educational entity. The findings of this study may be limited in that the duration allows for two weeks of data collection. A final limitation may be that the researcher-created survey instrument may need further clarification for reliability and validity.

Assumptions

It is assumed that participants in this study will be truthful in their answers and have a genuine interest in taking the survey free from motives. The survey tool is assumed to be reliable and valid based on a professional review by a member of the Marywood University staff will be obtained to ensure the reliability and validity of the researcher created survey instrument.

Significance

Educators play a crucial role in shaping their students into global citizens. It is important to note how education is shifting to a fully cyber environment and what is motivating these educators to make that change. Future research could include studying the motives of educators making the switch to cyber education beyond one school in one state and eventually, exploring the phenomena nationally. This could provide accurate information about the climate of online learning and where our education system may be heading in the future.

Limitations of the literature on this topic include complexity in measuring teacher motivation in the workplace across various types of educational institutions. The current literature has very limited information on motivation scales used to determine teacher motivation across various cyber school institutions, let alone, in Pennsylvania specifically. There is also a severe lack of long-term studies on the lasting effects of teacher motivation once educators begin a career in cyber education. There is not enough evidence of longevity in educators' career spans within the cyber education setting. The existing literature focuses primarily on what types of motivation theory occur and how they could possibly explain traits and characteristics of educator behavior if applied to their motivations to teach in the cyber education setting. There is also a limitation to consider when studying various cyber charter schools' teacher motivations as very few have been studied and this study is focusing solely on Reach Cyber Charter School of Pennsylvania. The literature is therefore limited as to what is available and is not a

comprehensive representation of all cyber schools, which could unintentionally lead to perceptions that certain cyber schools may be higher ranking when it comes to how motivated their educators are compared to their counterparts. This study is intended to address these gaps in the literature by focusing on the topic of teacher motivation within a specific cyber charter school from Pennsylvania, ultimately furthering the growing framework of research in hopes to clarify how Motivation Theory is applicable to educator retention in cyber education environments.

In analyzing this future study, there is value for educators considering becoming cyber teachers or those wanting to make the switch to cyber education instead of the alternative of leaving the profession altogether. This information is valuable for educational institutions who wish to remain competitive in hiring the best educators as they may understand, through the research, what motivating factors lead to job satisfaction in the cyber education setting. State officials and policymakers can make decisions on legislation that ignites the educational workforce to serve students better in order to avoid labor shortages.

CHAPTER 2

The Literature Review

Introduction

Within this literature review is a compilation of research findings on motivation theories as they relate to workplace motivation and the cyber education profession. The theoretical framework will be explored through Maslow's Hierarchy of Needs. The motivations of teachers transitioning to the cyber teaching environment will be explored through various concepts that include cognitive awareness, technological literacy, and functional outlook. Multiple motivation

theories will also be presented and discussed to present a greater awareness of how important motivators are when educators are deciding to teach in the online environment. Research practices will be included from various student and higher education perspectives where applicable in order to more effectively explain various motivators within the educational environment.

To better understand the motivations behind teachers flocking to cyber education we must understand what motivations look like and how they contribute to the decisions made by this population. It is important to understand that many theories and ideologies behind motivation have similar or overlapping explanations and for this reason will need to be broken down to better facilitate understanding of the cyber education movement (Cook & Artino Jr, 2016, 998). From the work of Steers, Mowday, and Shapiro (2004), multiple definitions of motivation pinpoint three common attributes. Motivation can be defined as the events or facets that "energize, channel, and sustain human behavior over time" (Steers et al., 2004, 379). The earliest of behavioral scientists sought out empirically based models from theorists such as McDougall. McDougall argued that behavior resulted from instinct and could be defined as

> "an inherited or innate psychological predisposition which determined its possessor to perceive, or pay attention to, objects of a certain classroom to experience an emotional excitement of a particular quality upon perceiving such an object, and to act in regard to it in a particular manner" (McDougall, 1908, 4).

As time went on, the limits of these instinct theories were apparent and soon replaced with models that were founded in reinforcement. It was drive theorists like Woodworth, Hull, and Thorndike that introduced the idea that learning is done through motivated behaviors. They formulated that the outcome of present and future behaviors can be greatly understood when

looking at past behaviors' consequences and rewards (Steers et al., 2004, 380). By the 1950s and 60s the works of Skinner (1953), Maslow (1954), and McGregor (1960) emerge.

Skinner introduced his principals of operant conditioning, that could be referred to as a reinforcement theory, and gained traction as learned relationships between consequences and actions that guide future behavior (Steers et al., 2004, 380). Maslow's Hierarchy of Needs theory proposed that there is a hierarchy of needs that must be satisfied in a certain order as the individual matures. This hierarchy begins with physiological, safety and security, belongingness, esteem, and ends with self-actualization. It is important to understand that the first three levels must be fulfilled for a person to master a "healthy personality" (Steers et al., 2004, 381). The final two needs in the hierarchy are a picture of growth needs that relate to the achievement of the individual and developing potential as a human being (Steers et al., 2004, 381).

McGregor adapted the works of Mayo's (1933) and Roethlisberger and Dickson's (1939) when he wrote *The Human Side of Enterprise.* Looking deeper into human relationships led to an understanding of the necessity to treat workers fairly or else there would be cause for disinterest, shoddy craftsmanship, low morale, and confusion (Steers et al., 2004, 381).

Before diving into various motivation theories and the perspectives that will critically analyze motivations among students and teachers in the cyber environment, it is important to understand what cyber charter schools are and how to define distance education. The Commonwealth Foundation provided an article on Cyber School Basics that explains "Cyber charter schools are charter schools that deliver instruction over the internet, allowing students to attend classes from home (Hroncich, 2020)." In Pennsylvania specifically, 87% of school districts do not have brick-and-mortar charter school options, therefore the only tuition-free option for families is cyber charter schools. (Hroncich, 2020). According to the National Center

for Education Statistics, “Distance education (DE) is education that uses one or more types of technology to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously (Institute of Education Sciences, n.d.).”

Remote or virtual learning is also not to be confused with full-time cyber charter schooling. Students who attend a full-time cyber charter school do participate in remote, distance, or virtual learning however, a brick-and-mortar school district could offer these same options as well, however they could mean very different things. A cyber school is equipped with the technology, systems, and support to maintain full operations of day-to-day online schooling within a secure and paid platform. A brick-and-mortar school may offer virtual class options or resources provided online but that does not make them an online school. During the COVID-19 pandemic, it was apparent that many brick-and-mortar schools were doing the best that they could to strategically build online learning systems for their students while they were unable to attend school in person. Cyber charter schools theoretically didn’t miss a beat. No social distancing was needed, computer systems and technology equipment were already in place for all students, internet stipends were already in place, and educators were already used to teaching in the paid platform that they had always used. (Hroncich, 2020)

Understanding the differences between synchronous and asynchronous class formats are important as well. As cyber education continues to rise and studies are done to understand these trends and motivations, we must understand all aspects of what makes this learning opportunity unique. As with its counterparts in brick-and-mortar education, this research will allow us to grasp the full effect of what this learning model means for educators and students. Synchronous learning is a model that traditional brick-and-mortar education does well. It means that the

student and teacher are together for that lesson and interaction can happen within that moment such that questions can be answered and the teacher can notice cues that the students are either mastering the content or struggling and may need to be retaught. This same concept is true of cyber education at a cyber charter school as well. The students meet with the educator in an online environment where the lesson is held and questions are answered. There are multiple forms of engagement in the framework of specialized technology tools that may or may not be paid for through the school and all lessons are recorded for students to review again should they have the need. These recordings also provide the perfect asynchronous opportunity. (Hroncich, 2020)

Asynchronous learning occurs when the student learns through a recorded lesson format at a time or location that works best for the family and student. Asynchronous learning does not take place in brick-and-mortar educational settings. Asynchronous learning is available in the cyberlearning environment and can be motivating for students and families for a variety of reasons. Students who may have barriers to their education for a variety of reasons can benefit from asynchronous learning. A student may experience a learning disability that makes lesson completion take longer. Other students may participate in sports that have them traveling the country as gifted athletes who need to train during the day and complete schoolwork at night. Educationally gifted students may excel in the academic material and need to move more quickly through the content. Therefore, the asynchronous learning model helps to propel them forward instead of holding them back with their peers in a traditional classroom setting. (Hroncich, 2020)

Long before the time of the COVID-19 pandemic and the abrupt trends in cyber education, various studies were conducted to test the relationship achievement has on intrinsic and extrinsic motivation. The Lemos and Veríssimo (2014) study concluded that intrinsic and

extrinsic motivators are not contradictory but intrinsic motivation did associate with better overall achievement. In this case, students' extrinsic motivations did produce a negative relationship with respect to their achievement by the end of the students' elementary school careers (Lemos & Veríssimo, 2014, 936). Balancing these motivations is the secret to success as far as Lemos and Veríssimo are concerned. They noted, "Pursuing interesting and enjoyable activities and also attending to extrinsic constraints and incentives is most certainly a requirement of adaptive functioning when students face the complex and multidimensional classroom demands" (Lemos & Veríssimo, 2014, 936).

In 2009, Patrick & Powell published research for the *International Association For K-12 Online Learning,* that aimed to identify the effectiveness of online learning for grades K-12. Their summary included research from the U.S. Department of Education as well as many online learning and research studies. This meta-analysis found students typically performed better in a cyber learning environment than those students in face-to face environments. One important aspect to note concluded, "Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection" (Patrick & Powell, 2009, 6). The online learning environment is unique in that it gives the learner many opportunities to engage in authentic learning experiences while learning valuable technology skills. Students from a very young age can become computer literate and have the ability to utilize technology in ways that can benefit them in their future educational endeavors and career choices.

Another point of interest is that students continued to show the most growth when enrolled in a blended learning approach consisting of online and face-to face instruction. Students in online courses learned valuable technology skills while, teachers' developed new pedagogical strategies and instructional practices that transformed how they used technology and

taught online (Patrick & Powell, 2009, 7). Patrick & Powell went forward to note that the 2008 National Survey of Student Engagement found online learners were able to experience integrative thinking, reflective learning, and the use of higher order thinking more so than their classroom-based counterparts (Patrick & Powell, 2009, 7).

In times of such great educational adversity, it is important to understand what the research is saying about intrinsic motivation to help better understand where our teachers and students are shifting in regard to teaching and learning. In 1991, Deci, Vallerand, Pelletier, and Ryan formulated that "students who are intrinsically motivated for doing schoolwork and who have developed more autonomous regulatory styles are more likely to stay in school, to achieve, to evidence conceptual understanding, and to be well adjusted than are students with less self-determined types of motivation" (Deci et al., 1991, 332). The research further suggests when students display a higher level of intrinsic motivation as well as identified regulation, they were able to produce more excitement for their academics, a higher level of satisfaction with school, and overall positive emotions within the classroom setting (Deci et al., 1991, 332).

In regards to teaching throughout the COVID-19 pandemic and what the consequences look like for burnout in educators, it's important to understand that "in addition to processing their own stress, they are also supporting students through theirs, usually without specialized, trauma-related training" (Müller & Goldenberg, 2020, 29). Teachers are more likely to experience higher levels of posttraumatic stress disorder after a crisis than the overall population and this psychological stress plays an important role in their emotional exhaustion (Weißenfels et al., 2022, 3).

Effects of the COVID-19 pandemic left many educators experiencing socio-contextual burnout. According to Răducu & Stănculescu (2022), socio-contextual burnout is characterized

by “exhaustion characterized by a lack of emotional energy and a feeling of being overwhelmed and tired at work, inadequacy in teacher-pupil interactions that affect teachers’ health and emotional well-being and cynicism represented by detachment from the job in general as well as from the teaching community” (Răducu & Stănculescu, 2022, 1). Educators in fully brick-and-mortar educational settings had the most dramatic shift in their roles as teachers when they had to seemingly overnight, move all of their instructional practices to an online environment without any training or support.

Districts of all different economic standards were forced to educate students online when their teachers and students may not have even had appropriate technology to access the content. Inadequate technology can be equally as paralyzing to educational success as limited access to technology training. Having technology is only as good as the skills acquired to use it successfully. Students in grades K-12 specifically, might have never used a tablet or laptop until the COVID-19 pandemic required students to work remotely. Some of the greatest barriers to educational change are when it comes to the vehicle being used to institute that change. Without appropriate training and technology, educator and student confidence and morale plummeted. In reality, educators in the brick-and-mortar settings were responsible for two careers when schools began to open back up and educators were obligated to not only teach students in face-to-face settings but also live stream for those students who could not attend (McQuirter, 2020, 48). Many teachers felt isolated and frustrated as they attempted to navigate all of the complex challenges presented by transitions from synchronous to asynchronous instruction.

The only populations that were truly unaffected by the COVID-19 pandemic were the established cyber charter schools. These educators were already trained in online instruction, their content was already accredited and established, and their students were already computer

literate with the appropriate technology available to them. Even with the surges in cyber charter school enrollment, students who transferred to cyber charter schools found themselves with brand new computers, internet assistance for those who qualified financially, tech teams to help navigate technology issues, teachers who were already literate in online instruction, and new classmates to help make the transition to online learning more manageable.

There is no doubt that the COVID-19 pandemic has changed educational policy makers, administrators, teachers, students, and families' perceptions on educational instruction in the online environment. Whether face-to-face, blended, or fully online, the acceptance and understanding of fully online instruction has drastically changed within the last two years since the onset of the COVID-19 pandemic. Now more than ever, is there a necessity for being familiar with and accepting online learning. Teachers, students, and families have all been encouraged in different capacities to demonstrate proficiency for virtual learning. Online infrastructure from cyber charter schools to programs and individual online course offerings are at the forefront of major developments in education (Darling-Aduana et al., 2022, 1). It is important to note that many families have continued to show increased interest in alternative forms of education, specifically cyber charter schools, even after COVID-19 precautions began to lighten. A majority of students and families preferred the benefits of having personalized formative feedback, ability to access their courses and curriculum from anywhere on their electronic device, and a much more self-directed pacing when it came to lesson completion (Darling-Aduana et al., 2022, 2).

A holistic look into the teaching and learning profession suggests just how important employee retention is when it comes to having qualified and motivated staff to support the educational needs of students. Just as motivation is important to the learner for educational

growth and development, motivation as a teacher is important when considering the relationship between employee retention and motivation (García et al., 2019, 149). Understanding the motivating factors for educators to retain them as positive employees can save schools massive amounts of money and time when it comes to the direct and indirect costs associated with employee turnover. A multitude of intellectuals note a correlation between employee motivation and satisfying needs. Pain is associated with the failure to meet a particular need (Alderfer, 1969; Argyris, 1959; Kanfer & Ackerman, 2000; Maslow, 1943; Gannon & Boguszak, 1966). Educators are most notably defined by their intentions to help students achieve their educational goals. Students must have intrinsic motivation to be successful in their schoolwork. Though external factors may have an effect on the choices that educators and students make in their respective roles in the educational environment, the majority of decisions made are based on intrinsic motivation and the goals and values that a human has for oneself. (Alderfer, 1969; Argyris, 1959; Kanfer & Ackerman, 2000; Maslow, 1943; Gannon & Boguszak, 1966)

Needs and values then are directly related based on a need being unable to satisfy a goal without having values that can be cognitively represented. The choices that people make are a direct correlation to values that they exude (García et al., 2019, 152). In correlation with the working environment, such as a cyber-charter school, a teacher could take a specific position based on a personal need that is fulfilled that correlates with their values (Ariza-montes & Han, 2017, 78). Organizations that are continuously interested in the motivation levels of their employees need to be aware of how to effectively identify what their employees value. By understanding these values, employers can create the appropriate blueprint for reducing employee turnover and improving their welfare in the workplace (Ertas, 2015, 401). Creating a community culture that values educators and gives them the autonomy to conduct their classes to

the best of their ability greatly increases workplace morale and motivation. When educators feel empowered and supported they will always do more for their school and their students. The work-life balance that is ultimately created by cyber charter school teachers restores that moral as educators can focus more on their lessons and interactions with their students than the day to day routines of traditional brick-and-mortar building duties.

Understanding that the motives behind why humans do what they do are important, we now must ask the question "What motivates these teachers and students to work and learn in the online environment?" Rutten & Badiali (2020) published research expressing that of the many teachers they surveyed, the greatest pattern of common motivations for entering the teaching profession included the desire to make a difference. They also noted an abundance of positive perceptions that related to the profession of being an educator. Within this research, very few participants noted motivating factors that would be characteristic of extrinsic motivators for entering the profession (Rutten & Badiali, 2020, 12). These intrinsic motivators make sense as to why educators became extremely burnt out during the height of the COVID-19 pandemic and many made the switch to available positions within the cyber charter school setting. Ultimately, educators want to be able to help their students learn. If major barriers are affecting their ability to do that, then their intrinsic motivation for doing their job and doing it well is in danger.

Students and families may have multiple reasons for attending virtual cyber charter schools. Like the motivations of educators, students and families may have found different practices that they deemed more effective and convenient for their educational and home life needs. Ngan (2022) explains that many of these factors for successful online learning could include "access to resources, technology experience, learning preferences, study habits and abilities, objectives or reasons, lifestyle variables, and personal qualities and characteristics"

(Ngan, 2022, 502). Students and families can exercise more flexibility when it comes to online learning in that they can take their technology and school work with them anywhere. Their education is not limited to a physical location and set class schedule. Students in the online learning environment must be self-starters and motivated intrinsically to complete their work in this format, as there isn't a teacher physically in front of them to keep them on task. Families serve as learning coaches as they monitor their students' lesson completion, attendance, and gradebook.

Motivation and Cognitive Awareness

When looking at motivation theory and its effects on teachers and students transitioning to full time cyber education, the work of Jean Piaget comes to mind. Piaget's work on the Theory of Cognitive Development examines four stages of cognitive functioning that range based on approximate age bands. The four stages of cognitive development include sensorimotor, preoperational, concrete operational, and formal operational (McLeod, 2022). Though all are important and follow the prospective age bands, the final three are most important in terms of school age children and adult educators. The preoperational stage is marked by symbolic thought. At this stage students would be anywhere from kindergarten to second grade. Students think about things from a symbolic perspective and can associate one concept to another. This stage is important, as the youngest learners are able to navigate online instruction and make connections to objectives they are learning even from a young age.

The concrete operational stage carries through a portion of the middle school years and emerges as logical thinking associated with concrete ideas (McLeod, 2022). This stage is very important for students in the cyber school environment as they are beginning to take their learning into their own hands and work independently on their assignments. The formal

operational stage carries through adulthood. This stage is marked by thinking abstractly with an ability to conduct higher-order reasoning. Students are able to make decisions for themselves about their interests and educational opportunities. Teachers are able to perform multiple tasks in the online environment and help students reach their full potential. Piaget never believed intelligence to be a concrete trait. He believed that a combination of interaction with one's environment and biological maturation were responsible for creating the cognitive development of the individual (McLeod, 2022).

Technological Literacy

Addressing a technological perspective is extremely important when answering the question “What are the motivating factors that influence teachers and students to work or learn in the cyber charter school setting?” The importance of technology-based learning experiences being integrated into teacher preparation programs was a main component of a study by Susan Cydis in 2015 (Cydis, 2015, 68). Little did technology education advocates know that the world would soon rely solely on technology to educate its students when the COVID-19 pandemic surfaced. Understanding that technology is not only a vehicle for teaching and learning but also a major influence in our global economy and many career fields should be all of the justification that is needed for providing more online learning opportunities to train highly qualified teachers and educate intrinsically motivated students. When the focus lies on mastering student competencies based on their relationship to technology, recognition for public cyber charter education and cyber school teachers will grow and policies will change.

By integrating technology as part of teachers' pedagogical practice, authentic opportunities create competencies for becoming technology literate (Cydis, 2015, 69). Without technology there would have been no way to continue educational instruction throughout the

most severe moments of the COVID-19 pandemic. Having educators willing to use the technology and students with available technology enabled instruction in many forms to continue. Some cyber charter schools were able to service their students more fluidly than those brick-and-mortar schools who at the time didn't have one to one technology device programs but ultimately the concept of continuing forward with education was possible through a technological lens.

Functional Outlook

For all of the reasons that teachers, students, and their families choose online learning for their work or education needs, there are still challenges that can arise and must be addressed. When educators first think of online learning, they may think of teaching from the comfort of their homes but they may not understand the challenges they will face in finding creative ways and best practices for engaging their online learners. Students and families may think that online learning opens new doors in terms of taking their learning anywhere as their materials and assignments are housed within a piece of technology that can easily be packed in a bag and taken on the road. While these sentiments all have their validity, there are other aspects of functionality that need to be considered when teaching or learning in a cyber-education setting. For educators another major factor is connectivity. Without proper internet connectivity, the quality of instruction and engagement within the lessons will quickly deteriorate.

The same is true for the student perspective when focusing on attending scheduled online classes and being able to complete assignments. Gillett-Swan (2017) noted that using technology to teach is not a standard approach and varies greatly by the types of technology that are used as well as the content that is being taught (Gillett-Swan, 2017, 21). Understanding the functional

components of online teaching and learning are just as important as understanding the motivations for how teachers and students gravitate towards the cyber school environment.

Expectancy-value theory

This theory of motivation relies on the level an individual determines he or she will succeed if they attempt a task as well as the amount of importance they place on the task. Expectancy of success is important because it measures whether or not the individual perceives that they will be successful. The individual is more likely to begin a new task should he or she believe they are likely to complete it successfully. (Cook & Artino Jr, 2016, 1000) This idea of expectancy and value correlates with teachers' motivations to change positions and move into full time cyber charter teaching. If a teacher feels like he or she has tried everything and that teaching online would not be as difficult and he or she could be more successful in helping students then the expectancy-value is high and they will be more likely to make that career change. For students and families, an online or blended learning approach may have been compulsory during the COVID-19 pandemic but now the student is doing very well with online instruction and the family might realize it is the better option for the student's educational needs. This expectancy- value could persuade a family to sign their child up for full time cyber education through a certified public cyber charter school. (Wigfield & Eccles, 2000, 68)

Attribution theory

The human perception of an initial outcome can be explained by the attribution theory. Human reactions to these outcomes vary based on personal abilities, the amount of effort given to the task, help or guidance from others, and whether or not the individual considers luck to affect their choices. Though these characteristics may present themselves subconsciously, it is important to understand the severity of the influence that they have on future behavior. (Cook &

Artino Jr, 2016, 1004) Attribution theory can account for teachers and students' decisions to change their teaching and learning styles to work and learn in the cyber charter environment. If a teacher feels that he or she has given all of their effort possible to their brick-and-mortar educational institution but they receive little to no support, educational resources, or commensurate salary, then he or she may be more likely to start over and try a career change in online education. The same principle holds true for students and families who feel like their students are not receiving the support they need or are dealing with environmental factors that are not favorable to the child's educational and emotional development. Weiner's work on attribution theory explains how the first step to solving a problem is finding the cause. From there, the problem can be managed and a plan of action can be formulated to help solve that problem (Weiner, 1985, 548). This idea can be applied to teachers and students changing their working and learning environments to the cyber educational setting. Once it is realized that the traditional setting is no longer working it is important to pivot and find a path that could potentially solve the problem.

Social-cognitive theory

The Social-cognitive theory aims to explain that humans are not involuntary respondents to their environment but perform actions based on their personal factors, behavioral factors, and environmental factors (Cook & Artino Jr, 2016, 1005). Albert Bandura is the father of social-cognitive theory. His work clearly explains that if a person believes that their actions can construct the needed results, then they have a greater incentive to perform those actions. (Bandura, 1997) His self-efficacy definition includes "people's judgment of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1977, 191). In his (2001) *Social Cognitive Theory: An Agentic Perspective,* he

describes people as proactive, self-regulating, self-reflecting, and self-organizing (Bandura, 2001). Bandura's social-cognitive theory provides a blueprint for teachers' self-efficacy when it comes to the profession of education. In (2022) a study by Weißenfels, Klopp and Perels explained changes in teacher burnout in relation to self-efficacy during the COVID-19 Pandemic. The research further suggests that a teacher with high self-efficacy will produce a greater enthusiasm toward instructional quality, teaching performance, and teaching in general (Weißenfels et al., 2022, 3). When a human's social and cognitive environments are not being fulfilled there is reason through these scholars to believe that they will find a way to fulfill them. From the aspect of cyber education, a burnt out traditional school teacher may make the switch to teaching in the online environment. For students and families that were not having their personal and environmental factors met in their initial institution it might mean giving full-time online instruction a chance.

Achievement theory

Achievement goal or goal orientation theories have different meanings than the other theories present. This style of theory focuses on goals that are usually subconscious such as performance goals and mastery goals. When learners focus on performance or mastery goals they may actually end up with a disadvantage in learning because they are more worried about correctness in front of their peers or magnifying their shortcomings when understanding new material or concepts (Cook & Artino Jr, 2016, 1006-1007). The online learning environment can be a positive environment when it relates to achievement theory, as there is much less ability for students to compare themselves to others. In a physical room where test grades may be read aloud or peers grade student work, students may find themselves succumbing to achievement theory. The online environment does not give those old school techniques and principles a place

to permeate student esteem. Students focus more on their personal gradebooks and submission of assignments in timeframes that are flexible and in a personal location that works for them then working about other students or outside factors that do not have an impact on their overall education.

Self-determination theory

The makeup of self-determination theory lies in the fact that humans are more likely to be creative and produce their most productive accomplishments when they are derived from intrinsic motivation. As external pressures from society grow, children that develop into young adults tend to be influenced by external motivations. These may be much less intrinsically fulfilling but are pressed to the forefront of human minds in the form of rewards, career accomplishments, societal pressures, and negative consequences like penalties (Cook & Artino Jr, 2016, 1009).

Ryan and Deci explain that one's experience and performance when it comes to a life event or task may be drastically different depending upon whether or not the individual was acting from a place of intrinsic or extrinsic motivation (Ryan & Deci, 2000, 55).

From the perspective of self-determination theory with a concentration on education, motivations are inscribed by a human's sense of self, while their actions can be linked to some form of compliance when stemming from a place of regulatory processes being controlled (Deci et al., 1991, 326-327). It's important to understand the lens of self-determination theory as it relates to the cyber education environment. Its impact on teachers and students and social contexts that are unable to satisfy human's three basic psychological needs. The needs of autonomy, relatedness, and competence, do damage the development process naturally, decrease motivation, and lastly lead to isolation and low-quality performance (Deci et al., 1991, 333). These processes ring true

when it comes to not only students understanding and mastering content whether in person or through an online platform but also when it comes to the needs and motivations of the educators serving the students.

CHAPTER 3

Methodology

Research Design

The purpose of this quantitative study is to examine the differences in motivating factors of cyber school teachers as to how they ended up in the profession. This will be examined using an online survey instrument. This type of research allows for data collection from the population of a particular school (Reach Cyber Charter). All data will be collected through the survey instrument in a cross-sectional approach at one specific period of time. The independent variable is the levels of employment of the participants which is defined as Reach Cyber Charter School. The dependent variable is the motivating factors that are defined as why the teacher chose to work in the cyber environment.

Sample

The population studied in this survey was a census of the teachers at Reach Cyber Charter School. The current population of teachers at Reach Cyber Charter School is estimated to be 450 Charter teaching staff.

Inclusion Criteria

The inclusion criteria for this research study included Pennsylvania-certified K-12 teachers who hold a valid Instructional I or II teaching certification, had been working in the profession for at least one year, and who were currently teaching for Reach Cyber Charter School in Pennsylvania.

Exclusion Criteria

The exclusion criteria for this research study included newly hired teachers with less than 1 year of teaching experience and support staff that did not hold a valid teaching certification. Educators must have been actively teaching a section of students. Those in administration or student support staff positions were also excluded. All those who met the inclusion criteria were counted.

Recruitment

The population was selected through voluntary participation using the Reach Cyber Charter email as a recruitment tool. A single-stage sampling design was used for this population. The researcher sent an email sharing the recruitment flier and survey link. The frequency was a minimum of three times throughout a two-week data collection window. The recruitment email can be found in Appendix B and the Informed Consent can be found in Appendix C.

Instrumentation

A Likert scale scored from 1-5 was used to measure items on the instrument from a continuous 5-point scale of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. There are 26 total questions on the survey instrument that are broken down into two separate sections. The questions in each section are the same except for the tense in which they are asked. The first section of the survey asked participants to answer the questions based on their current experience working for Reach Cyber Charter School. The second section of the survey asked participants to think about their previous employment and answer the same questions that are therefore in the past tense.

The survey questions encompassed different motivational components of employment such as work-life balance, financial compensation, career advancement, technology needs, and

safety or security in the workplace. There are no reversed-scored items. As this was a researcher-created survey instrument, a professional review of the instrument took place from a faculty member at Marywood University to ensure reliability and validity before presenting the survey for completion. Questions were intended to establish a baseline for the differences in motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession.

The following demographic information was collected on the survey including age, gender, ethnicity, and the highest level of education. The following additional demographic information regarding teaching experience was also included: years of teaching in brick and mortar, years of teaching in virtual schools, if you had a different occupation before becoming a teacher, if you entered virtual school teaching upon the completion of college, how many different teaching certifications you hold, and what teaching certification you are currently using in your role at Reach Cyber Charter School.

Items were used to measure the differences in motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment. Survey Instrument is attached in Appendix A.

Data Collection/Procedure

Marywood University's Internal Review Board approval was received through the exempt review process before beginning research. The exempt review was anticipated based on the research being conducted in an educational institution, without identifiable information being recorded, and not containing sensitive material. On April 7, 2022 an email was sent to Reach Cyber Charter School CEO Jane Swan to ask for approval of the research study. Swan approved

the research as well as the collection method. The data collection was distributed through an online survey sent in an email to all Reacher Cyber Charter School teaching staff. Qualtrics was utilized to create the survey. The researcher sent out an email with the recruitment letter and survey and asked that prior to participation in the study, willing participants must agree to the informed consent form. This form was embedded into the first page of the survey instrument. The survey also prompted participants to acknowledge their eligibility requirements. The survey instrument was presented to the teaching staff 3 times. The instrument was sent out on a Monday for Day 1. The second round was sent the following Monday. The third and final round was sent that Friday and open until that Sunday. This gave teaching staff exactly 3 opportunities and 2 weeks to complete the online survey instrument.

The records of this study were private and confidential. Qualtrics was used for data collection and SPSS Version 29 for analysis purposes. Participants were not identifiable through any information used in written or presented reports. Access to the research records was only available by the principal investigator and was stored on a password-protected and secured server. The records of this study are kept electronically for at least 3 years and then destroyed. All study computer records will be deleted after the 3-year timeframe. This study presents risks that are not greater than any experienced in daily life activities.

Data Analysis

The data analysis for this study will be conducted through statistical analysis on SPSS, Version 29. The significance will be examined at an alpha level of .05.

Subproblems:

Subproblem 1, what are the motivating factors of teachers' who make the transition to cyber education from a brick and mortar, will be analyzed using frequency distribution and other descriptive statistics.

Subproblem 2, what are the motivating factors of teachers' who make the transition to cyber education from college, will be analyzed using frequency distribution and other descriptive statistics.

Subproblem 3, what are the motivating factors of teachers' who make the transition to cyber education from another profession, will be analyzed using frequency distribution and other descriptive statistics.

Subproblem 4, what are the differences in motivating factors of educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession, will be analyzed using a mixed design repeated measures (ANOVA).

Supplemental Analysis

The supplemental analysis will be completed by statistical analysis of the demographic data:

1. Supplemental problem 1, what are the differences in motivating factors of teachers' by gender, will be analyzed using a single sample T-Test.
2. What are the differences in motivating factors of teachers' by age?
3. What are the differences in motivating factors of teachers by race/ethnicity?

Chapter 4

Data Analysis

Introduction

The ERC approved survey instrument was emailed to 427 possible participants three times in a two week time period. At the conclusion of the survey window 185 survey responses were collected. The responses were then downloaded from Qualtrics to SPSS version 29. The response rate for this demographic of educators was 43.33%. As the data cleaning process began it was apparent that a few survey responses were not complete as they did not answer any of the questions and it was determined that these submissions would need to be omitted for the fact that there was no data to contribute to the study. Overall, 12 responses were extracted from the study leaving 172 viable responses to work with. Thus, the new viable response rate became 40.28%. Of the 172 viable responses, 4 responses only answered the first half of the survey and did not complete the second half that would allow for a comparison of their motivations in the workplace because they did not provide any input about their previous career field. These 4 responses were extracted as well to make the new response rate 168 (39.34%).

Data Screening

Upon initial inspection of the data, it was found that cleaning needed to be done. String data was analyzed to understand where the discrepancies lied. In Q7 and Q8 (years of teaching in brick and mortar as well as cyber) various participants wrote out the years or some sort of explanation or half year time frames. Due to the quantified nature of SPSS inspection of the individual survey responses were needed to input correct numerical answers and then the question set as a whole was able to be changed from “String” to “Numeric” and from “Nominal” to “Scale”. In Q11, it was found that survey participants may have written out the word form of a number when answering the question of how many teaching certificates they hold. The same process was completed as it was for Q7 and Q8 and the data set for that question was adjusted to “Numeric” and “Scale”. Lastly, it was determined that the only “String” data that should remain

were for questions Q9_1_Text (If you had a different occupation before becoming a teacher what was it) and Q12 (What teaching certification are you currently using in your role at Reach). Additionally, a new variable was created (Q9_2) to determine where a participant previously worked before coming to Reach Cyber Charter School. This coded the choices of college, brick and mortar, and other professions into numbers 1, 2, and 3. This variable was important when conducting the mixed design repeated measures anova for differentiating participants survey answers from their demographic information. Descriptive statistics were used to examine the data for normality. Skewness and Kurtosis were identified between -1 and 1, validating the data to be normally distributed. No transformation was necessary.

Demographics

The final sample size was 168 individuals. Notice the vast majority 85.7% of the participants were female. Additionally, most were Pacific Islander/White at 97.6% of the population studied. The mean age of the participants was 37.62 (SD= 8.64), while the median age was 37.0 (Range=24-67). See Appendix (D) for a raw data table showing various ages of all participants. The majority of participants (60.1%) have completed a Masters Degree. Bachelor's Degree earners rounded out (38.7%) of the participants surveyed with 2 participants completing Doctoral Degrees (1.2%). 68.5% of participants noted that teaching in some capacity was always their career choice, leaving 31.5% of the participants to note teaching as an alternate occupation from previous career choices. Only 6%, 10 participants, noted entering virtual school teaching straight from earning their college teaching degree. 88% of staff surveyed held 4 different teaching certifications or less.

Table 1

Population Sample Demographics N (%)

	Variable	Frequency	Percent (%)
Gender			
	Male	23	13.7
	Female	144	85.7
	Prefer not to say	1	.6
	Total	168	100.0
Ethnicity			
	Alaska Native/Asian/Black	1	.6
	African American/Hispanic or Latino/ Native Hawaiian	2	1.2
	Pacific Islander/White	164	97.6
	Other	1	.6
	Total	168	100.0

Table 2

Education Employment Pathways N (%)

	Variable	Frequency	Percent (%)
Degree			
	Bachelor's Degree	65	38.7
	Master's Degree	101	60.1
	Doctoral Degree	2	1.2

Total	168	100.0
Alternate Occupation Before Becoming a Teacher		
Yes	53	31.5
No	115	68.5
Total	168	100.0
Entering Virtual School Teaching Right From College		
Yes	10	6.0
No	158	94.0
Total	168	100.0

The mean years of teaching in a brick and mortar school of the participants was 6.96 (SD= 5.96), while the median teaching for a brick and mortar was 5.50 (Range=0.0-30.0). See Appendix (E) for a raw data table showing various years of brick and mortar teaching experience. The mean years of teaching in a virtual school of the participants was 3.79 (SD= 2.32), while the median teaching for a virtual school was 3.00 (Range=1.0-15.0). See Appendix (F) for a raw data table showing various years of brick and mortar teaching experience. The mean of different teaching certifications earned by participants was 2.08 (SD= 1.23), while the median of different teaching certifications earned was 2.00 (Range=1.0-8.0). See Appendix (G) for a raw data table showing how many different teaching certifications participants hold. Individuals reported having a variety of occupations prior to becoming a teacher. As many as 53 different occupations were obtained. See Appendix (H) for a raw data table showing the different occupations held by participants prior to becoming educators. Participants reported at least 20

different certifications currently in use in their various occupations. See Appendix (I) for a raw data table showing the different certifications currently used by educators participating in this study.

In table 3 below you can see statements from part one of the survey instrument as well as the range of answer choices using the likert scale (1= strongly disagree to 5 = strongly agree). Table 3 notes the answers from participants in relation to their current employment with Reach Cyber Charter School. In review of the data, it is important to note areas that teachers majorly agreed and disagreed with.

The top 3 majorly disagreed with statements were as follows:

1. Q(21): I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.
2. Q(18): I feel that there are enough hours in the work day to complete necessary tasks.
3. Q(19): I believe that the majority of my students are learning in the best environment possible.

The top 3 majorly agreed with statements were as follows:

1. Q(13): I believe that I can further my education while working in my current position.
2. Q(22): I think that I am a better employee because of my work schedule and environment.
3. Q(16): I feel supported by my supervisor in the decisions that I make.

Table 3

Motivation In The Current Workplace (Reach Cyber Charter School) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I believe that I can further my education while working in my current position.	0 (0%)	4 (2.4%)	15 (8.9%)	66 (39.3%)	83 (49.4%)
I believe my current role provides a healthy work-life balance.	5 (3.0%)	12 (7.1%)	15 (8.9%)	57 (33.9%)	79 (47.0%)
I think I am compensated fairly for the work that is required.	3 (1.8%)	17 (10.1%)	35 (20.8%)	75 (44.6%)	38 (22.6%)
I feel supported by my supervisor in the decisions that I make.	1 (0.6%)	2 (1.2%)	21 (12.5%)	55 (32.7%)	89 (53.0%)
I believe I make an impact in the lives of my students.	0 (0%)	3 (1.8%)	22 (13.1%)	91 (54.2%)	52 (31.0%)
I feel that there are enough hours in the work day to complete necessary tasks.	13 (7.7%)	30 (17.9%)	24 (14.3%)	74 (44.0%)	27 (16.1%)
I believe that the majority of my students are learning in the best environment possible.	2 (1.2%)	39 (23.2%)	57 (33.9%)	59 (35.1%)	11 (6.5%)
I enjoy the amount of time I spend on a computer to complete my job.	3 (1.8%)	14 (8.3%)	50 (29.8%)	75 (44.6%)	26 (15.5%)
I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.	8 (4.8%)	47 (28.0%)	36 (21.4%)	56 (33.3%)	21 (12.5%)
I think that I am a better employee because of my work schedule and environment.	2 (1.2%)	7 (4.2%)	14 (8.3%)	71 (42.3%)	74 (44.0%)
I believe there are opportunities for financial and professional growth in my current role.	2 (1.2%)	18 (10.7%)	30 (17.9%)	80 (47.6%)	38 (22.6%)
I feel secure in my personal safety in my career at my current employer.	2 (1.2%)	9 (5.4%)	16 (9.5%)	56 (33.3%)	85 (50.6%)

In table 4 below you can see statements from part two of the survey instrument as well as the range of answer choices using the likert scale (1= strongly disagree to 5 = strongly agree). Table 4 notes the answers from participants in relation to their previous employment including

anywhere but Reach Cyber Charter School. In review of the data it is important to note areas that teachers majorly agreed and disagreed with.

The top 3 majorly disagreed with statements were as follows:

1. I thought I was compensated fairly for the work that was required.
2. I believed my previous role provided a healthy work-life balance.
3. I felt supported by my supervisor in the decisions that I made.

The top 3 majorly agreed with statements were as follows:

1. I believed I made an impact in the lives of my students.
2. I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily
3. I believed that the majority of my students were learning in the best environment possible.

Table 4

Motivation In The Previous Workplace (Not Reach Cyber Charter School) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believed that I could further my education while working in my previous position.	16 (9.5%)	42 (25.0%)	31 (18.5%)	56 (33.3%)	23 (13.7%)
I believed my previous role provided a healthy work-life balance.	39 (23.2%)	61 (36.3%)	22 (13.1%)	39 (23.2%)	7 (4.2%)
I thought I was compensated fairly for the work that was required.	59 (35.1%)	52 (31.0%)	19 (11.3%)	27 (16.1%)	11 (6.5%)
I felt supported by my supervisor in the decisions that I made.	35 (20.8%)	50 (29.8%)	41 (24.4%)	33 (19.6%)	9 (5.4%)
I believed I made an impact in the lives of my students.	0 (0%)	5 (3.0%)	22 (13.1%)	87 (51.8%)	54 (32.1%)
I felt that there were enough hours					

in the work day to complete necessary tasks.	34 (20.2%)	61 (36.3%)	22 (13.1%)	44 (26.2%)	7 (4.2%)
I believed that the majority of my students were learning in the best environment possible.	9 (5.4%)	24 (14.3%)	53 (31.5%)	70 (41.7%)	12 (7.1%)
I enjoyed the amount of time I spent on a computer to complete my job.	8 (4.8%)	23 (13.7%)	56 (33.3%)	71 (42.3%)	10 (6.0%)
I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.	15 (8.9%)	42 (25.0%)	23 (13.7%)	58 (34.5%)	30 (17.9%)
I thought that I was a better employee because of my work schedule and environment.	31 (18.5%)	60 (35.7%)	50 (29.8%)	23 (13.7%)	4 (2.4%)
I believed there were opportunities for financial and professional growth in my previous role.	33 (19.6%)	66 (39.3%)	32 (19.0%)	28 (16.7%)	9 (5.4%)
I felt secure in my personal safety in my career at my previous employer.	29 (17.3%)	48 (28.6%)	40 (23.8)	34 (20.2%)	17 (10.1%)

Total Motivation Scores

The mean total motivation score for participants from Reach Cyber Charter School (TMotiveNow) was 46.58 (SD= 6.74), while the median score was 47.0 (Range=26-60). The skew was -.576 while kurtosis was .27. See Appendix (K) for a raw data table showing various motivation scores for current employees at Reach Cyber Charter School.

The mean total motivation score for participants from their previous employers (TMotiveThen) was 34.85 (SD= 7.27), while the median score was 47.0 (Range=26-60). See Appendix (L) for a raw data table showing various motivation scores of participants in their previous employment.

Subproblem Data

Before analyzing the data based on previous profession, a new variable was created to better represent the data collected. The variables were coded as follows; college (1), Brick & Mortar (2), and a Different Profession (3). This new variable was labeled (Q9_2).

Subproblem 1, what are the motivating factors of teachers' who make the transition to cyber education from a brick and mortar, was analyzed by using frequency distribution and other descriptive statistics. Below you will find tables for Total Motivation Scores for teachers who made the transition from a Brick & Mortar School. The tables will represent their current motivation in the cyber environment at Reach Cyber Charter School versus their previous motivation at their Brick & Mortar.

Table 5

Total Motivation at Reach Cyber Charter from Employees who came from Brick & Mortar (TMotivationNow) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that I can further my education while working in my current position.	0 (0%)	2 (1.8%)	11(10%)	48 (43.6%)	49 (44.5%)
I believe my current role provides a healthy work-life balance.	4 (3.6%)	7 (6.4%)	11 (10%)	39 (35.5%)	49 (44.5%)
I think I am compensated fairly for the work that is required.	3 (2.7%)	11 (10%)	22 (20%)	50 (45.5%)	24 (21.8%)
I feel supported by my supervisor in the decisions that I make.	0 (0%)	1 (0.9%)	13 (11.8%)	38 (34.5%)	58 (52.7%)
I believe I make an impact in the lives of my students.	0 (0%)	2 (1.8%)	13 (11.8%)	62 (56.4%)	33 (30.0%)
I feel that there are enough hours in the work day to complete necessary tasks.	6 (5.5%)	21 (19.1%)	17 (15.5%)	46 (41.8%)	20 (18.2%)
I believe that the majority of my students are learning in the best environment possible.	2 (1.8%)	26 (23.6%)	34 (30.9%)	43 (39.1%)	5 (4.5%)
I enjoy the amount of time I spend on a computer to complete my job.	2 (1.8%)	7 (6.4%)	36 (32.7%)	49 (44.5%)	16 (14.5%)

I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.	6 (5.5%)	29 (26.4%)	28 (25.5%)	34 (30.9%)	13 (11.8%)
I think that I am a better employee because of my work schedule and environment.	1 (0.9%)	5 (4.5%)	9 (8.2%)	52 (47.3%)	43 (39.1%)
I believe there are opportunities for financial and professional growth in my current role.	2 (1.8%)	11 (10.0%)	18 (16.4%)	56 (50.9%)	23 (20.9%)
I feel secure in my personal safety in my career at my current employer.	2 (1.8%)	7 (6.4%)	12 (10.9%)	37 (33.6%)	52 (47.3%)

The mean total motivation score of the participants who came from a Brick & Mortar and are currently employed at Reach Cyber Charter School (TMotiveNow) was 46.35 (SD= 6.58), while the median motivation score was 47.0 (Range=28-60). The top 3 majorly disagreed with statements were as follows:

1. I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.
2. I believe that the majority of my students are learning in the best environment possible.
3. I feel that there are enough hours in the work day to complete necessary tasks.

The top 3 majorly agreed with statements were as follows:

1. I feel supported by my supervisor in the decisions that I make.
2. I feel secure in my personal safety in my career at my current employer.
3. I believe that I can further my education while working in my current position.

See Appendix J: Data Table - Total Motivation Cyber School (Brick & Mortar) for a raw data table showing various total motivation scores of all participants.

Table 6

Total Motivation at Reach Cyber Charter from Employees who came from Brick & Mortar (TMotivationThen) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believed that I could further my education while working in my previous position.	13 (11.8%)	22 (20.0%)	21 (19.1%)	39 (35.5%)	15 (13.6%)
I believed my previous role provided a healthy work-life balance.	27 (24.5%)	42 (38.2%)	14 (12.7%)	24 (21.8%)	3 (2.7%)
I thought I was compensated fairly for the work that was required.	40 (36.4%)	34 (30.9%)	15 (13.6%)	15 (13.6%)	6 (5.5%)
I felt supported by my supervisor in the decisions that I made.	26 (23.6%)	35 (31.8%)	22 (20.0%)	21 (19.1%)	6 (5.5%)
I believed I made an impact in the lives of my students.	0 (0%)	4 (3.6%)	10 (9.1%)	55 (50.0%)	41 (37.3%)
I felt that there were enough hours in the work day to complete necessary tasks.	25 (22.7%)	43 (39.1%)	12 (10.9%)	27 (24.5%)	3 (2.7%)
I believed that the majority of my students were learning in the best environment possible.	6 (5.5%)	16 (14.5%)	34 (30.9%)	46 (41.8%)	8 (7.3%)
I enjoyed the amount of time I spent on a computer to complete my job.	4 (3.6%)	14 (12.7%)	37 (33.6%)	49 (44.5%)	6 (5.5%)
I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.	7 (6.4%)	29 (26.4%)	13 (11.8%)	41 (37.3%)	20 (18.2%)
I thought that I was a better employee because of my work schedule and environment.	22 (20.0%)	40 (36.4%)	32 (29.1%)	13 (11.8%)	3 (2.7%)
I believed there were opportunities for financial and professional growth in my previous role.	23 (20.9%)	39 (35.5%)	22 (20.0%)	20 (18.2%)	6 (5.5%)
I felt secure in my personal safety in my career at my previous employer.	21 (19.1%)	32 (29.1%)	23 (20.9%)	21 (19.1%)	13 (11.8%)

The mean total motivation score of the participants who came from a Brick & Mortar and are currently employed at Reach Cyber Charter School and were compared to their previous Brick & Mortar experience (TMotiveThen) was 34.66 (SD= 7.06), while the median motivation score was 35.0 (Range=16-54). The top 3 majorly disagreed with statements were as follows:

1. I thought I was compensated fairly for the work that was required.
2. I believed my previous role provided a healthy work-life balance.
3. I felt that there were enough hours in the work day to complete necessary tasks.

The top 3 majorly agreed with statements were as follows:

1. I believed I made an impact in the lives of my students.
2. I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.
3. I enjoyed the amount of time I spent on a computer to complete my job.

See Appendix K: Data Table - Total Motivation Cyber School (Brick & Mortar) Previous Employment for a raw data table showing various total motivation scores of all participants.

Sub-problem 2

Sub-problem 2, what are the motivating factors of teachers' who make the transition to cyber education from college, was analyzed by using frequency distribution and other descriptive statistics. Below you will find tables for Total Motivation Scores for teachers who made the transition from College right into a cyber school. The tables will represent their current motivation in the cyber environment at Reach Cyber Charter School versus their previous motivation at their College.

Table 7

Total Motivation at Reach Cyber Charter from Employees who came from College (TMotivationNow) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that I can further my education while working in my current position.	0 (0%)	0 (0%)	0 (0%)	3 (37.5%)	5 (62.5%)
I believe my current role provides a healthy work-life balance.	0 (0%)	1 (12.5%)	0 (0%)	2 (25.0%)	5 (62.5%)
I think I am compensated fairly for the work that is required.	0 (0%)	1 (12.5%)	2 (25.0%)	3 (37.5%)	2 (25.0%)
I feel supported by my supervisor in the decisions that I make.	1 (12.5%)	0 (0%)	1 (12.5%)	3 (37.5%)	3 (37.5%)
I believe I make an impact in the lives of my students.	0 (0%)	0 (0%)	3 (37.5%)	3 (37.5%)	2 (25.0%)
I feel that there are enough hours in the work day to complete necessary tasks.	2 (25.0%)	0 (0%)	1 (12.5%)	3 (37.5%)	2 (25.0%)
I believe that the majority of my students are learning in the best environment possible.	0 (0%)	4 (50.0%)	2 (25.0%)	1 (12.5%)	1 (12.5%)
I enjoy the amount of time I spend on a computer to complete my job.	0 (0%)	1 (12.5%)	1 (12.5%)	4 (50.0%)	2 (25.0%)
I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.	0 (0%)	2 (25.0%)	1 (12.5%)	3 (37.5%)	2 (25.0%)
I think that I am a better employee because of my work schedule and environment.	1 (12.5%)	0 (0%)	1 (12.5%)	2 (25.0%)	4 (50.0%)
I believe there are opportunities for financial and professional growth in my current role.	0 (0%)	1 (12.5%)	2 (25.0%)	1 (12.5%)	4 (50.0%)
I feel secure in my personal safety in my career at my current employer.	0 (0%)	1 (12.5%)	0 (0%)	3 (37.5%)	4 (50.0%)

The mean total motivation score of the participants who came directly from College and are currently employed at Reach Cyber Charter School (TMotiveNow) was 46.50 (SD= 9.35),

while the median motivation score was 47.5 (Range=26-59). The top 3 majorly disagreed with statements were as follows:

1. I believe that the majority of my students are learning in the best environment possible.
2. I feel that there are enough hours in the work day to complete necessary tasks.
3. I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.

The top 3 majorly agreed with statements were as follows:

1. I believe that I can further my education while working in my current position.
2. I feel secure in my personal safety in my career at my current employer.
3. I believe my current role provides a healthy work-life balance.

See Appendix L: Data Table - Total Motivation Cyber School (College) for a raw data table showing various total motivation scores of all participants.

Table 8

Total Motivation at Reach Cyber Charter from Employees who came from College (TMotivationThen) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believed that I could further my education while working in my previous position.	0 (0%)	1 (12.5%)	1 (12.5%)	3 (37.5%)	3 (37.5%)
I believed my previous role provided a healthy work-life balance.	1 (12.5%)	1 (12.5%)	1 (12.5%)	2 (25.0%)	3 (37.5%)
I thought I was compensated fairly for the work that was required.	0 (0%)	3 (37.5%)	2 (25.0%)	1 (12.5%)	2 (25.0%)
I felt supported by my supervisor in the decisions that I made.	1 (12.5%)	0 (0%)	4 (50.0%)	2 (25.0%)	1 (12.5%)
I believed I made an impact in the lives of my students.	0 (0%)	0 (0%)	4 (50.0%)	1 (12.5%)	3 (37.5%)
I felt that there were enough hours in the work day to complete necessary tasks.	1 (12.5%)	0 (0%)	2 (25.0%)	3 (37.5%)	2 (25.0%)

I believed that the majority of my students were learning in the best environment possible.	0 (0%)	1 (12.5%)	1 (12.5%)	3 (37.5%)	3 (37.5%)
I enjoyed the amount of time I spent on a computer to complete my job.	2 (25.0%)	1 (12.5%)	1 (12.5%)	3 (37.5%)	1 (12.5%)
I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.	0 (0%)	2 (25.0%)	2 (25.0%)	3 (37.5%)	1 (12.5%)
I thought that I was a better employee because of my work schedule and environment.	2 (25.0%)	2 (25.0%)	3 (37.5%)	0 (0%)	1 (12.5%)
I believed there were opportunities for financial and professional growth in my previous role.	0 (0%)	3 (37.5%)	2 (25.0%)	1 (12.5%)	2 (25.0%)
I felt secure in my personal safety in my career at my previous employer.	3 (37.5%)	0 (0%)	1 (12.5%)	2 (25.0%)	2 (25.0%)

The mean total motivation score of the participants who came directly from College and are currently employed at Reach Cyber Charter School (TMotiveThen) was 40.75 (SD= 11.04), while the median motivation score was 41.00 (Range=24-60). The top 3 majorly disagreed with statements were as follows:

1. I felt secure in my personal safety in my career at my previous employer.
2. I thought that I was a better employee because of my work schedule and environment.
3. I enjoyed the amount of time I spent on a computer to complete my job.

The top 3 majorly agreed with statements were as follows:

1. I believed that I could further my education while working in my previous position.
2. I believed that the majority of my students were learning in the best environment possible.
3. I believed my previous role provided a healthy work-life balance.

See Appendix M: Data Table - Total Motivation Previous Employment (College) for a raw data table showing various total motivation scores of all participants.

Sub-problem 3

Sub-problem 3, what are the motivating factors of teachers' who make the transition to cyber education from another profession, was analyzed by using frequency distribution and other descriptive statistics. Below you will find tables for Total Motivation Scores for teachers who made the transition to Reach Cyber Charter School from another profession. The tables will represent their current motivation in the cyber environment at Reach Cyber Charter School versus their previous motivation in another profession .

Table 9

Total Motivation at Reach Cyber Charter from Employees who came from Other Professions (TMotivationNow) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe that I can further my education while working in my current position.	0 (0%)	2 (4.0%)	4 (8.0%)	15 (30.0%)	29 (58.0%)
I believe my current role provides a healthy work-life balance.	1 (2.0%)	4 (8.0%)	4 (8.0%)	16 (32.0%)	25 (50.0%)
I think I am compensated fairly for the work that is required.	0 (0%)	5 (10.0%)	11 (22.0%)	22 (44.0%)	12 (24.0%)
I feel supported by my supervisor in the decisions that I make.	0 (0%)	1 (2.0%)	7 (14.0%)	14 (28.0%)	28 (56.0%)
I believe I make an impact in the lives of my students.	0 (0%)	1 (2.0%)	6 (12.0%)	26 (52.0%)	17 (34.0%)
I feel that there are enough hours in the work day to complete necessary tasks.	5 (10.0%)	9 (18.0%)	6 (12.0%)	25 (50.0%)	5 (10.0%)
I believe that the majority of my students are learning in the best environment possible.	0 (0%)	9 (18.0%)	21 (42.0%)	15 (30.0%)	5 (10.0)
I enjoy the amount of time I spend on a computer to complete my job.	1 (2.0%)	6 (12.0%)	13 (26.0%)	22 (44.0%)	8 (16.0%)

I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.	2 (4.0%)	16 (32.0%)	7 (14.0%)	19 (38.0%)	6 (12.0%)
I think that I am a better employee because of my work schedule and environment.	0 (0%)	2 (4.0%)	4 (8.0%)	17 (34.0%)	27 (54.0%)
I believe there are opportunities for financial and professional growth in my current role.	0 (0%)	6 (12.0%)	10 (20.0%)	23 (46.0%)	11 (22.0%)
I feel secure in my personal safety in my career at my current employer.	0 (0%)	1 (2.0%)	4 (8.0%)	16 (32.0%)	29 (58.0%)

The mean total motivation score of the participants who came from another profession and are currently employed at Reach Cyber Charter School (TMotiveNow) was 47.08 (SD= 6.73), while the median motivation score was 48.0 (Range=27-59). The top 3 majorly disagreed with statements were as follows:

1. I feel that there are enough hours in the work day to complete necessary tasks.
2. I believe that the majority of my workday consists of creating and teaching educational content to my students above other daily assignments.
3. I believe that the majority of my students are learning in the best environment possible.

The top 3 majorly agreed with statements were as follows:

1. I feel secure in my personal safety in my career at my current employer.
2. I believe that I can further my education while working in my current position.
3. I think that I am a better employee because of my work schedule and environment.

See Appendix N: Data Table - Total Motivation Cyber School (Other Profession) for a raw data table showing various total motivation scores of all participants.

Table 10

Total Motivation at Reach Cyber Charter from Employees who came from Other Professions (TMotivationThen) N (%)

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believed that I could further my education while working in my previous position.	3 (6.0%)	19 (38.0%)	9 (18.0%)	14 (28.0%)	5 (10.0%)
I believed my previous role provided a healthy work-life balance.	11 (22.0%)	18 (36.0%)	7 (14.0%)	13 (26.0%)	1 (2.0%)
I thought I was compensated fairly for the work that was required.	19 (38.0%)	15 (30.0%)	2 (4.0%)	11 (22.0%)	3 (6.0%)
I felt supported by my supervisor in the decisions that I made.	8 (16.0%)	15 (30.0%)	15 (30.0%)	10 (20.0%)	2 (4.0%)
I believed I made an impact in the lives of my students.	0 (0%)	1 (2.0%)	8 (16.0%)	31 (62.0%)	10 (20.0%)
I felt that there were enough hours in the work day to complete necessary tasks.	8 (16.0%)	18 (36.0%)	8 (16.0%)	14 (28.0%)	2 (4.0%)
I believed that the majority of my students were learning in the best environment possible.	3 (6.0%)	7 (14.0%)	18 (36.0%)	21 (42.0%)	1 (2.0%)
I enjoyed the amount of time I spent on a computer to complete my job.	2 (4.0%)	8 (16.0%)	18 (36.0%)	19 (38.0%)	3 (6.0%)
I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.	8 (16.0%)	11 (22.0%)	8 (16.0%)	14 (28.0%)	9 (18.0%)
I thought that I was a better employee because of my work schedule and environment.	7 (14.0%)	18 (36.0%)	15 (30.0%)	10 (20.0%)	0 (0%)
I believed there were opportunities for financial and professional growth in my previous role.	10 (20.0%)	24 (48.0%)	8 (16.0%)	7 (14.0%)	1 (2.0%)
I felt secure in my personal safety in my career at my previous employer.	5 (10.0%)	16 (32.0%)	16 (32.0%)	11 (22.0%)	2 (4.0%)

The mean total motivation score of the participants who came directly from another profession and are currently employed at Reach Cyber Charter School (TMotiveThen) was 34.30

(SD= 6.77), while the median motivation score was 33.50 (Range=19-49). The top 3 majorly disagreed with statements were as follows:

1. I thought I was compensated fairly for the work that was required.
2. I believed my previous role provided a healthy work-life balance.
3. I believed there were opportunities for financial and professional growth in my previous role.

The top 3 majorly agreed with statements were as follows:

1. I believed I made an impact in the lives of my students.
2. I believed that the majority of my workday consisted of creating and teaching educational content to my students above other daily assignments.
3. I believed that the majority of my students were learning in the best environment possible.

See Appendix O: Data Table - Total Motivation Previous Employment (Other Profession) for a raw data table showing various total motivation scores of all participants.

Subproblem 4, what are the differences in motivating factors of educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession, was analyzed using a 3 x 2 mixed-design repeated measures (ANOVA). The 3 x 2 mixed design ANOVA was calculated to examine the effects of where a teacher came from (College, Brick & Mortar, Other Profession) and motivation (TMotiveNow & TMotiveThen) on workplace motivation. No significant interaction was found. The motivation by various workplace factors was not significant ($F(2, 165) = 1.578$, $p > .05$). There was a significant effect however on motivation score over time (TMotiveNow) to (TMotiveThen) ($F(1, 165) = 4652.8$, $p < .001$). Thus, it appears that various places of

employment have no significant effect on the total motivation score, but the motivation of employees was more positive from Time 2 (TMotiveThen) to Time 1 (TMotiveNow).

It is important to note that even though various places of employment have no significant effect on the total motivation score there was a significant difference in motivation from Time 1 (TMotiveNow) to Time 2 (TMotiveThen) by employment. Mean score for College at Time 1 (TMotiveNow) (M = 46.5) versus Time 2 (TMotiveThen) (M = 40.75). Mean score for Brick & Mortar at Time 1 (TMotiveNow) (M = 46.36) versus Time 2 (TMotiveThen) (M = 34.66). Mean score for Other Professions at Time 1 (TMotiveNow) (M = 47.08) versus Time 2 (TMotiveThen) (M = 34.3). See Appendix P: Profile Plot - Total Motivation By Where a Teacher Came From for a visual on mean motivation score Now (TMotiveNow) versus Then (TMotiveThen) based on employment (College, Brick & Mortar, Other Profession).

Thus the null hypothesis, there are no differences in motivating factors between educators transitioning to cyber education from various places of employment, i.e. brick and mortar, college, another cyber school, or another profession, was supported.

Supplemental Analysis

Supplemental problem 1, what are the differences in motivating factors of teachers' by gender. It is important to first note that the variables for gender (Male, Female, and Prefer Not to Say) were analyzed and due to the lack of participants in the (Prefer Not to Say) category, the analysis was then run as a 2 x 2 mixed-design ANOVA for genders (Male & Female). A 2 x 2 mixed-design ANOVA was calculated to examine the effects of gender (Male & Female) and motivation (TMotiveNow & TMotiveThen) on workplace motivation. No significant effect or interactions were found. The motivation by gender interaction (TMotiveNow) was not significant ($F(1,165) = .482$, $p > .05$). The motivation by gender interaction (TMotiveThen) was also not

significant ($F(1, 165) = .09$, $p > .05$). Finally, the interaction was not significant ($F(1,165) = .546$, $p > .05$). Thus, it appears that gender has no significant effect on the total motivation score.

It is important to note that even though gender does not have an effect on total motivation score there was a significant difference in motivation from Time 1 (TMotiveNow) to Time 2 (TMotiveThen) by gender. Mean score for Males at Time 1 (TMotiveNow) ($M = 47.48$) versus Time 2 (TMotiveThen) ($M = 35.26$). Mean score for Females at Time 1 (TMotiveNow) ($M = 46.42$) versus Time 2 (TMotiveThen) ($M = 34.76$). See Appendix Q: Profile Plot - Total Motivation By Gender for a visual on mean motivation score Now (TMotiveNow) versus Then (TMotiveThen) based on gender (Male & Female).

Supplemental problem 2, what are differences in motivating factors of teachers by age. A Pearson correlation was calculated examining the relationship between participants' Difference in Motivation Now vs Then and their Age. A weak correlation that was not significant was found ($r(165) = -.134$, $p > .05$) with an R^2 of .018. Age is not related to overall motivation score for employees at Reach Cyber Charter School. It is important to note that there is a trend however as the difference in motivation score goes down when age increases; significance = .083. A weak correlation that was not significant for age and current motivation at Reach was found ($r(165) = -.024$, $p > .05$). Finally, there is a weak positive correlation found ($r(165) = .171$, $p < .05$), indicating a significant linear relationship between Age and Motivation during Previous Employment. Participants in their current age showed positive correlation when recalling their motivation from past employment.

Supplemental problem 3, what are the differences in motivating factors of teachers by race/ethnicity. Upon inspection of the data, it was determined that analysis by ethnicity was not

possible as the demographics included only 4 participants of the total 168 who identified as non-white.

Supplemental problem 4, what are the differences in motivating factors of teachers by highest level of education earned. It is important to first note that the variables for level of education (Bachelors, Masters, and Doctorate) were analyzed and due to the lack of participants in the (Doctorate) category, the analysis was then run as a 2 x 2 mixed-design ANOVA for levels of education (Bachelors & Advanced Degrees). A 2 x 2 mixed-design ANOVA was calculated to examine the effects of level of education (Bachelors & Advanced Degrees) and motivation (TMotiveNow & TMotiveThen) on workplace motivation. No significant effect or interactions were found. The motivation by level of education interaction (TMotiveNow) was not significant ($F(1,165) = .023$, $p > .05$) with an R^2 of 0.0005. The motivation by level of education interaction (TMotiveThen) was also not significant ($F(1, 165) = 1.007$, $p > .05$). Finally, the interaction was not significant ($F(1,165) = .789$, $p > .05$). Thus, it appears that level of education has no significant effect on the total motivation score.

It is important to note that even though level of education does not have an effect on total motivation score there was a significant difference in motivation from Time 1 (TMotiveNow) to Time 2 (TMotiveThen) by level of education. Mean score for Bachelor's Degree earners at Time 1 (TMotiveNow) ($M = 46.68$) versus Time 2 (TMotiveThen) ($M = 35.55$). Mean score for Advanced Degree earners at Time 1 (TMotiveNow) ($M = 46.51$) versus Time 2 (TMotiveThen) ($M = 34.40$). See Appendix R: Profile Plot - Total Motivation By Level of Education Earned for a visual on mean motivation score Now (TMotiveNow) versus Then (TMotiveThen) based on level of education earned (Bachelor’s & Advanced Degrees).

A Pearson correlation was calculated examining the relationship between participants' Difference in Motivation Now vs Then and their years of teaching in a brick and mortar. A weak correlation that was not significant was found ($r(158) = .092$, $p > .05$) with an R^2 of .008. Years of brick and mortar teaching is not related to overall motivation score for employees at Reach Cyber Charter School. It is important to note that there is a trend however as the difference in motivation score goes down when participants recall their motivation during their years of brick and mortar teaching; significance = .253. A weak correlation that was not significant for years of brick and mortar teaching and motivation at previous employers was found ($r(158) = .114$, $p > .05$) with an R^2 of .01 . Years of brick and mortar teaching experience is not related to overall motivation in the cyber environment.

Years of teaching in a virtual school by motivation was analyzed using Pearson's Correlation Coefficient. A significant negative correlation was found ($r(168) = -.216$, $p < .01$) with an R^2 of .05. As years of teaching in a virtual school increase, motivation for employees at Reach Cyber Charter School goes down.

The differences in occupations before becoming a teacher by motivation were analyzed through an Independent Sample T- Test. An Independent Sample T-Test comparing the means of various occupations by motivation found no significant difference between the means of the two groups ($t(53)=.748$, $p > .05$). The mean of current motivation at cyber school (TMotiveNow) ($M=47.15$, $sd= 6.57$) was not significantly different from the mean of their previous employer ($M= 34.32$, $sd= 6.66$) in terms of different occupations before becoming a teacher. Effect size ($d=.124$) was small. Although there was no significant difference, it is apparent that regardless of the type of occupation before becoming a teacher, the overall motivation of participants was higher in the current cyber school setting than in their previous employment.

Motivation by total teaching certificates earned was analyzed using Pearson's Correlation Coefficient. A weak correlation that was not significant was found ($r(168) = -.083$, $p > .05$) with an R^2 of .08. Total number of teaching certificates earned is not related to the overall motivation score for employees at Reach Cyber Charter School.

Chapter 5

Discussion

Summary

This study was conducted to examine the motivating factors among educators at Reach Cyber Charter School who make the transition to cyber education from various places of employment, i.e. brick and mortar, college, or another profession. It was hypothesized that there are no differences in motivating factors between educators transitioning to cyber education from various places of employment, i.e. brick and mortar, college, or another profession. The results found that, in every case, various places of employment ultimately do not have an influence on workplace motivation. However, it is important to note that in every case, motivation from Time 2 (TMotiveThen) to Time 1 (TMotiveNow) was significant regardless of previous employment (College, Brick & Mortar, or Other Profession). These results show a trend in positive workplace motivation for research participants in their current roles at Reach Cyber Charter School.

Discussion

The data of this present study proved over and over again that factors such as gender, age, ethnicity, highest levels of education, years of teaching experience, and number of teaching certifications earned do not correlate with overall workplace motivation. However, it is important to note that in the majority of these cases, positive correlations were found between their motivation at their previous employers (TMotiveThen) to a higher motivation level now

(TMotiveNow) while working for their current employer at Reach Cyber Charter School. This trend correlates with the work of Maslow's Hierarchy of Needs theory, which was explained in chapter 2. The hierarchy levels must be satisfied in a particular order as the individual matures. (Steers et al., 2004, 381) Three of the most agreed with statements of the survey instrument for employees at Reach Cyber Charter School (TMotiveNow) were:

1. I think that I am a better employee because of my work schedule and environment.
2. I believe my current role provides a healthy work-life balance.
3. I feel supported by my supervisor in the decisions that I make.

Educators want the autonomy to be able to complete tasks independently with flexibility in an environment that promotes a healthy work-life balance and with a supervisor who supports the decisions they make as highly certified educators. This snapshot of the survey instrument indicates that Reach Cyber Charter School is motivating its employees to create high quality learning environments through their supportive school structure in the online educational space.

In McGregor's *The Human Side of Enterprise,* he dove deeper into human relationships to build an understanding of the necessity to treat workers fairly or else there would be cause for disinterest, shoddy craftsmanship, low morale, and confusion (Steers et al., 2004, 381). This work explained previously in chapter 2 plays a vital role in the findings found within our survey instrument for statements that educators most always disagreed with when it came to their previous employers as a whole:

1. I felt that there were enough hours in the work day to complete necessary tasks.
2. I thought I was compensated fairly for the work that was required.
3. I believed my previous role provided a healthy work-life balance.

Educators who are consistently overworked and underpaid will eventually need to break the

cycle and find a better way to educate others or risk teacher burn-out entirely. These top three survey statements were trending across the board no matter where the teacher previously came from. These statements show that educators were unable to continue effectively teaching in environments that were overworking them, underpaying them, and creating an unhealthy work-life balance.

Another important aspect of workplace motivation found within the survey instrument was that of making a difference in students' lives. When Rutten & Badiali (2020) published research expressing that the desire to make a difference and the overall positive perception of being an educator were two of the greatest common motivations for entering the teaching profession as a whole. What was found in this present study aligns with these ideals in that across the board, educators at Reach Cyber Charter School believe that they not only make a difference in the lives of their students but also, educate their students in the best environment possible. These two statements within the survey instrument scored higher from educators who came from any profession now (TMotiveNow) than in their previous employment (TMotiveThen). This further indicates that educators at Reach Cyber Charter are motivated to educate students in the cyber environment more so than in any previous environment they have been employed by.

It’s important to point out that years of teaching in a brick and mortar setting do not significantly affect overall motivation score yet, the difference in overall motivation from how participants felt about their brick and mortar experience to working in their current Reach Cyber Charter environment was higher.

Implications for Leadership

Addressing gaps in the literature about workplace motivation in the cyber education environment was the main focus of this study. One implication for leadership within school

systems and at the public policy level to consider is that workplace motivation is a key component to employee retention and student academic achievement. This research indicates that educators in the cyber environment are most motivated by feeling physically safe in their teaching environment, cultivating a quality work-life balance, making a difference in their students' lives, and being financially secure in their earned salaries. Trends were established across the board in terms of higher motivation among teachers in the cyber education setting in comparison to any previous occupation. With this in mind, leaders in education should consider the framework that online education provides and establish workplace practices that coincide with this flexible framework to better retain employees. These highly qualified employees can then educate students who establish high learning outcomes.

Another implication of this research study would be for online education leaders to review the top workplace motivators and focus their professional development and professional learning communities on these motivation outcomes. An example from the survey instrument would be understanding the trend motivation in the cyber education workplace lessening as their years of teaching increases. Diving deeper into why this may be so and working with staff to understand the underlying culture shifts that need to take place so that teachers do not face the same burn out that they did in previous employment situations. Even though working from home in a flexible and welcoming environment might seem perfect it may also become increasingly isolating. Living and sharing family time in the same place that work is to be done can become difficult if boundaries aren’t defined. Teachers may be working many more hours per day simply because the computer is within their home and it’s hard to walk away from. Circling back to the ideals of Maslow and following the hierarchy of needs means that the personal home needs must be clearly defined and in place first before success will happen in the workplace. Providing

professional development on productive workplace policies even within the home office and helping educators to set up an efficient but dedicated office space free from distractions might be a great starting place. Knowing what teachers actually need and value can help set the tone for how they are motivated in the workplace. Leaders in the brick and mortar educational environment can view this research as a road map to establishing more flexible learning pathways for students, families, and the educators who serve them.

Limitations

Limitations are found within this study. The sampling was conducted from educators only working at Reach Cyber Charter School and may not be representative of the larger population of cyber school teachers therefore results should not be generalized. The sample size of this study (N=168) was relatively small compared to the total number of potential participants (427). The researcher-created survey instrument may need to be further clarified for validity and reliability. Recruitment method was limited to Reach Cyber Charter School email list for teachers currently teaching at least one class of students provided by the senior leadership team. This list could have left out teachers if it had not been updated by staff or if an educator had recently switched roles within the school. Duration of the study allowed for two weeks of data collection, which may have limited the scope of the findings if educators were on leave or away from their school emails.

Suggestions for Future Research

The results of this study allow for many opportunities of further research. Further necessary research should build upon the researcher-created survey instrument for enhanced validity and reliability that come with additional usage and testing. Further research can build upon the current findings that speak to motivation in supervisory positions throughout cyber

education. This research can also be conducted across cyber education systems throughout the commonwealth of Pennsylvania instead of just one independently run cyber charter school. This research could also be expanded on a national level to get a broad perspective on workplace motivation within cyber education institutions. This can further explain where trends in our educational system may be headed based on the motivations of its educators.

Conclusion

In conclusion, this study aimed to better understand the motivating factors that influence teachers to work in the cyber charter school setting. The results of this study produced the following major outcomes:

- The specific location of the previous employment of the educator has no significance on the overall motivation score.
- The majority of participants surveyed had overall higher motivation scores in their current workplace at Reach Cyber Charter School than their recalled motivation from previous employment.
- Educators scored work-life balance, the desire to make a difference in students' lives, support from supervisors, and the ability to focus majorly on creating and teaching lessons as some of the most important motivations within their employment at Reach Cyber Charter School.

In regards to the theoretical framework of Maslow's Hierarchy of Needs Theory, the results of this study show consistent themes for educators who are motivated to work in the cyber education field by fulfilling their physiological, safety and security, and belonging needs. Participants in this study consistently scored their job security, personal safety, quality of work-

life balance, and their ability to make an impact higher than all other categories when working for Reach Cyber Charter School as compared to all other forms of previous employment.

Appendix A: Survey Instrument

Do you agree to the Informed Consent? Yes (form proceeds to survey) / No (form proceeds to thank you message)

Gender: Male/Female/Prefer not to answer

Ethnicity: American Indian or Alaska Native/Asian/Black or African American/Hispanic or Latino/Native Hawaiian or Other Pacific Islander/White/Other

If Other, Please Describe: _____

Age: _____

Highest Level of Education Completed: Bachelor's Degree / Master's Degree / Doctoral Degree

Years of Teaching in Brick and Mortar:_____

Years of Teaching in Virtual School:_____

Did you have a different occupation before becoming a teacher? Yes/No

If Yes explain: _____

Did you enter Virtual School Teaching right out of College? Yes/No

How many different teaching certifications do you hold: _____

What job did you have before coming to Reach Cyber Charter School: _____

What teaching certification are you currently using in your role at Reach: _____

Likert Scale 1-5
(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

This survey is composed of two parts. In this first part please answer the following questions to the best of your ability with respect to your time teaching at Reach Cyber Charter School. As a reminder, this survey is confidential and all information provided will be kept confidential. There

are no right or wrong answers to these questions. The survey aims to understand workplace motivations and therefore, your input is greatly appreciated to further this research.

I believe that I can further my education while working in my current position
I believe my current role provides a healthy work-life balance.
I think that I am compensated fairly for the work that is required.
I feel supported by my supervisor in the decisions that I make.
I believe I make an impact in the lives of my students.
I feel that there are enough hours in the work day to complete necessary tasks.
I believe that the majority of my students are learning in the best environment possible.
I enjoy the amount of time I spend on a computer to complete my job.
I believe that the majority of my work day consists of creating and teaching educational content to my students above other daily assignments.
I think that I am a better employee because of my work schedule and environment.
I believe there are opportunities for financial and professional growth in my current role.
I feel secure in my personal safety in my career at my current employer.

In part two of this survey please answer the following questions to the best of your ability with respect to your time working for your previous employer. It is important to answer these questions with respect to either college education, working for a brick and mortar school, or from a different profession entirely. As a reminder, this survey is confidential and all information provided will be kept confidential. There are no right or wrong answers to these questions. The survey aims to understand workplace motivations and therefore, your input is greatly appreciated to further this research.

I believed that I could further my education while working in my previous position.
I believed my previous role provided a healthy work-life balance.
I thought that I was compensated fairly for the work that was required.
I felt supported by my supervisor in the decisions that I made.
I believed I made an impact in the lives of my students.
I felt that there were enough hours in the work day to complete necessary tasks.
I believed that the majority of my students were learning in the best environment possible.
I enjoyed the amount of time I spent on a computer to complete my job.
I believed that the majority of my work day consisted of creating and teaching educational content to my students above other daily assignments.
I thought that I was a better employee because of my work schedule and environment.
I believed there were opportunities for financial and professional growth in my previous role.
I felt secure in my personal safety in my career at my previous employer.

Appendix B: Recruitment Email

Subject Line: Needed: Research Participants

Dear Teachers:

My name is Kaelin Anderson and I am a Ph.D. student at Marywood University. I am conducting a research study. The purpose of this study is to understand the motivating factors of teachers transitioning to the cyber education environment at Reach Cyber Charter School from various positions, i.e. brick and mortar, college, or another profession.

You are invited to participate in this research study if you qualify. In order to qualify, you must hold a valid Pennsylvania teaching license, teach at Reach Cyber Charter School, and have one or more years of teaching experience. The research will take place online through Qualtrics. It will take about 15 minutes of your time.

Benefits may include a better understanding of motivating factors for choosing Reach Cyber Charter School for employment. This research will help to understand the motivating factors of teachers who transition to the cyber education environment at Reach Cyber Charter School.

For your participation, you may be entered into a raffle for a chance to win a $100 Visa Gift Card. Raffle winner will receive a gift card by mail. Raffle void where prohibited.

SurveyLink

This study has been approved by Marywood University's Exempt Review Committee.

Sincerely,

Kaelin Anderson, M.S.

570-903-2668

kanderson2@m.marywood.edu

Appendix C: Informed Consent Form

Informed Consent Form

Motivating Factors of Reach Cyber Charter School Teachers

Introduction

You are invited to be in a research study about motivating factors for educators transitioning to the cyber teaching environment at Reach Cyber Charter School. You were chosen as a possible participant because you are employed at Reach Cyber Charter as a full-time educator. Please read this form. Ask any questions you may have before agreeing to take part in this study. This study is being conducted by Kaelin Anderson, a Ph.D. candidate at Marywood University.

Purpose - What You Will Be Asked To Do

If you agree to be in this study, you will be asked to complete a 24-question online survey using Qualtrics. This survey will take approximately 15 minutes to complete.

Risks and Benefits

The risks in this study are no more significant than those experienced in the activities of your daily life. The benefit of this study is being able to contribute to the field of study in motivating factors of cyber education teachers.

Payment/Rewards

You can receive entry into a raffle for a $100.00 Visa Gift Card for taking part in this study. Void where prohibited. A physical gift card will be mailed to the entry winner.

Confidentiality

The records of this study will be kept private and confidential. Information used from written or presented reports will not be able to identify you as a participant in this study. The principal investigator is the only person that will have access to the research results. Records will be stored in a password protected electronic file. Records will be kept for a minimum of three years and will be destroyed afterward through the deletion of computer records. Reasonable efforts will be

made to protect the confidentiality of your participation, though no computer transmission is perfectly secure.

Taking Part is Voluntary

Your participation in this study is voluntary. By choosing to participate, you are not affecting your current or future relations with the investigator. Your participation will not affect your relations with your employer or Marywood University. You may withdraw at any time without penalty or loss of benefits to which you are entitled. You may withdraw from participation up until you submit the survey. If at any time during the survey process you wish to withdraw, simply exit the survey without saving your responses.

Contacts and Questions

If you have questions about this study at any time, contact the principal investigator or the advisor. Their contact information appears at the top of page one.

If you have questions related to the rights of research participants or research-related injuries (where applicable), please contact the Institutional Review Board at (570) 961-4782 or irbhelp@marywood.edu.

You may print a copy of this form to keep for your records.

Statement of Consent

I have read the above information. I have asked questions and have received answers. I consent to participate in this study.

By proceeding with this survey, I acknowledge that I have read and understood this form. I consent to participate in this study.

I agree to the above Informed Consent and meet all of the following eligibility requirements:

· hold a valid Pennsylvania teaching certificate

· teach full-time for Reach Cyber Charter School

· have one or more years of teaching experience

Yes

No

Appendix D: Data Table- Age of Participants

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	.6	.6	.6
	25	3	1.8	1.8	2.4
	26	2	1.2	1.2	3.6
	27	8	4.8	4.8	8.4
	28	9	5.4	5.4	13.8
	29	9	5.4	5.4	19.2
	30	6	3.6	3.6	22.8
	31	10	6.0	6.0	28.7
	32	4	2.4	2.4	31.1
	33	8	4.8	4.8	35.9
	34	11	6.5	6.6	42.5
	35	7	4.2	4.2	46.7
	36	5	3.0	3.0	49.7
	37	6	3.6	3.6	53.3
	38	7	4.2	4.2	57.5
	39	13	7.7	7.8	65.3
	40	11	6.5	6.6	71.9
	41	5	3.0	3.0	74.9
	42	3	1.8	1.8	76.6
	43	5	3.0	3.0	79.6
	44	4	2.4	2.4	82.0
	45	3	1.8	1.8	83.8
	46	1	.6	.6	84.4
	47	4	2.4	2.4	86.8
	48	2	1.2	1.2	88.0
	50	2	1.2	1.2	89.2
	51	4	2.4	2.4	91.6
	52	4	2.4	2.4	94.0
	53	1	.6	.6	94.6
	54	1	.6	.6	95.2
	56	1	.6	.6	95.8
	57	1	.6	.6	96.4
	58	1	.6	.6	97.0
	59	2	1.2	1.2	98.2
	60	1	.6	.6	98.8
	64	1	.6	.6	99.4
	67	1	.6	.6	100.0
	Total	167	99.4	100.0	
Missing	System	1	.6		
Total		168	100.0		

Appendix E: Data Table - Years of Teaching in Brick and Mortar

Years of Teaching in Brick and Mortar:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	10	6.0	6.0	6.0
	1.0	20	11.9	11.9	17.9
	1.5	2	1.2	1.2	19.0
	2.0	16	9.5	9.5	28.6
	2.5	1	.6	.6	29.2
	3.0	14	8.3	8.3	37.5
	3.5	1	.6	.6	38.1
	4.0	8	4.8	4.8	42.9
	5.0	12	7.1	7.1	50.0
	6.0	11	6.5	6.5	56.5
	7.0	6	3.6	3.6	60.1
	7.5	1	.6	.6	60.7
	8.0	11	6.5	6.5	67.3
	9.0	5	3.0	3.0	70.2
	10.0	11	6.5	6.5	76.8
	11.0	3	1.8	1.8	78.6
	12.0	2	1.2	1.2	79.8
	13.0	11	6.5	6.5	86.3
	14.0	4	2.4	2.4	88.7
	15.0	4	2.4	2.4	91.1
	16.0	3	1.8	1.8	92.9
	17.0	4	2.4	2.4	95.2
	18.0	1	.6	.6	95.8
	19.0	1	.6	.6	96.4
	22.0	2	1.2	1.2	97.6
	23.0	1	.6	.6	98.2
	25.0	2	1.2	1.2	99.4
	30.0	1	.6	.6	100.0
	Total	168	100.0	100.0	

Appendix F: Data Table - Years of Teaching in Virtual School

Years of Teaching in Virtual School:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	1	.6	.6	.6
	1.5	2	1.2	1.2	1.8
	2.0	36	21.4	21.4	23.2
	2.5	3	1.8	1.8	25.0
	2.8	1	.6	.6	25.6
	3.0	61	36.3	36.3	61.9
	3.5	3	1.8	1.8	63.7
	4.0	18	10.7	10.7	74.4
	5.0	26	15.5	15.5	89.9
	5.5	1	.6	.6	90.5
	6.0	7	4.2	4.2	94.6
	8.0	1	.6	.6	95.2
	9.0	1	.6	.6	95.8
	10.0	1	.6	.6	96.4
	11.0	2	1.2	1.2	97.6
	14.0	2	1.2	1.2	98.8
	15.0	2	1.2	1.2	100.0
	Total	168	100.0	100.0	

Appendix G: Data Table - Number of Teaching Certifications Per Teacher

How many different teaching certifications do you hold:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	66	39.3	39.3	39.3
	2	55	32.7	32.7	72.0
	3	27	16.1	16.1	88.1
	4	12	7.1	7.1	95.2
	5	5	3.0	3.0	98.2
	6	2	1.2	1.2	99.4
	8	1	.6	.6	100.0
	Total	168	100.0	100.0	

Appendix H: Data Table - Previous Occupations

Did you have a different occupation before becoming a teacher? - If Yes explain: - Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		115	68.5	68.5	68.5
	Accountant	2	1.2	1.2	69.6
	Active Duty Marine Corps	1	.6	.6	70.2
	Actuary/Analyst	1	.6	.6	70.8
	Admin assistant	1	.6	.6	71.4
	Adult Literacy Educator	1	.6	.6	72.0
	American Red Cross Call Center throughout college	1	.6	.6	72.6
	Animal Trainer	1	.6	.6	73.2
	Art Instructor and Manager at Painting with a Twist	1	.6	.6	73.8
	Assistant Account Manager (Vendor Rep for QVC)	1	.6	.6	74.4
	Bartender	1	.6	.6	75.0
	Business Management/Operations	1	.6	.6	75.6
	cashier	1	.6	.6	76.2
	Children and Youth	1	.6	.6	76.8
	Commercial banking	1	.6	.6	77.4
	computer analyst/programmer	1	.6	.6	78.0
	Early Intervention	1	.6	.6	78.6
	EMT	1	.6	.6	79.2
	Geologist-Sinkhole investigations	1	.6	.6	79.8
	Geologist, Environmental Scientist for several Engineering consulting firms.	1	.6	.6	80.4
	grant writer	1	.6	.6	81.0
	Graphic Artist	1	.6	.6	81.5
	I did lots of things. I was a bartender for several years, I owned and operated a brick-and-mortar store, etc.	1	.6	.6	82.1
	I had a 1 year break while looking for a job. I worked for the USPS as a Letter Carrier.	1	.6	.6	82.7
	I have my Bachelors in Business Management and worked in a credit department for Sherwin-Williams and was also most recently a Business Solutions Manager for a large ticketing software company that serves Disney and Universal Studios	1	.6	.6	83.3
	I was a manager at a non-profit organization.	1	.6	.6	83.9
	I was a social worker. Then went back to school for my post bachelor's degree in Early Childhood Education.	1	.6	.6	84.5
	I worked at PennDOT	1	.6	.6	85.1
	I worked for a non-profit organization. In my role, I managed a group homes for SED children.	1	.6	.6	85.7
	I worked many odd jobs - waitressing, grocery store cashier, customer service	1	.6	.6	86.3
	Interior Designer	1	.6	.6	86.9
	Manager at a ticket sales place	1	.6	.6	87.5
	Marketing	1	.6	.6	88.1
	MBA corporate America	1	.6	.6	88.7
	Medical assistant	1	.6	.6	89.3
	Military	1	.6	.6	89.9
	Mortgage Underwriter	1	.6	.6	90.5
	Non profit development sector	1	.6	.6	91.1
	Office staff in a doctor's office	1	.6	.6	91.7
	Paraprofessional	1	.6	.6	92.3
	Program Instructor at an Outdoor School. Therapeutic Support Staff for Students with behavioral needs.	1	.6	.6	92.9
	Radiologic Technologist	1	.6	.6	93.5
	Restaurant, Retail, Bakery and many more	1	.6	.6	94.0
	Retail	1	.6	.6	94.6
	Sales	2	1.2	1.2	95.8
	Small business owner	1	.6	.6	96.4
	Theraputic Staff Support; Classroom Aide; Bartender	1	.6	.6	97.0
	TSS	1	.6	.6	97.6
	US Army retired	1	.6	.6	98.2
	Waitress	1	.6	.6	98.8
	Yes and no. I always stayed in education. Right of of school I subbed and took an after school coordinator position. A few years later I worked for Grainger.	1	.6	.6	99.4
	Zoo	1	.6	.6	100.0
	Total	168	100.0	100.0	

Appendix I: Data Table - Current Teaching Certifications Used

What teaching certification are you currently using in your role at Reach:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	1.8	1.8	1.8
	4-8 (science concentration)	1	.6	.6	2.4
	4-8 Mathematics	1	.6	.6	3.0
	5-8	1	.6	.6	3.6
	7-12 Social Studies	1	.6	.6	4.2
	7-12th Social Studies	1	.6	.6	4.8
	Art education PK-12	1	.6	.6	5.4
	Art k-12	1	.6	.6	6.0
	Art K-12	1	.6	.6	6.5
	B.S. Health and Physical Ed	1	.6	.6	7.1
	Bachelor of Science in Education - Early Childhood Education	1	.6	.6	7.7
	Bachelors in Elementary ed Level 1	1	.6	.6	8.3
	Bachelors of Science in Early Childhood Education	1	.6	.6	8.9
	BCIT	2	1.2	1.2	10.1
	BCIT (Grades K-12)	1	.6	.6	10.7
	Biology	3	1.8	1.8	12.5
	Biology 7-12	1	.6	.6	13.1
	BsBi, Special Education and ELA	1	.6	.6	13.7
	BS in Education	1	.6	.6	14.3
	Business, Computer Information Technology (BCIT) K-12	1	.6	.6	14.9
	Early childhood education	1	.6	.6	15.5
	Early Childhood Education	1	.6	.6	16.1
	Early Childhood Education and Reading Specialist	1	.6	.6	16.7
	Early Childhood Education, Pre-K-4	1	.6	.6	17.3
	Earth and Space Science and Physics	1	.6	.6	17.9
	Earth Space Science 7-12	1	.6	.6	18.5
	el ed	1	.6	.6	19.0
	El. Ed. K-6	1	.6	.6	19.6
	Elementa ry K-6 and Special Education N-12	1	.6	.6	20.2
	Elementary	1	.6	.6	20.8
	Elementary and reading specialist	1	.6	.6	21.4
	Elementary Cert	1	.6	.6	22.0
	Elementary Ed.	1	.6	.6	22.6
	Elementary educ and Special education	1	.6	.6	23.2
	elementary education	1	.6	.6	23.8
	Elementary Education	8	4.8	4.9	28.6
	Elementary Education K-6	5	3.0	3.0	31.5
	Elementary Education Pk-4	1	.6	.6	32.1
	Elementary k-4	1	.6	.6	32.7
	Elementary K-6	4	2.4	2.4	35.1
	Elementary K-6Mid-Level Math 7-9	1	.6	.6	35.7
	Elementary Special Education	1	.6	.6	36.3
	Elementary/Early Childhood Education	1	.6	.6	36.9
	English 6-8	1	.6	.6	37.5
	English 7-12	2	1.2	1.2	38.7
	English Bachelors of Education	1	.6	.6	39.3
	Environmental science K-12 and General Science 7-12	1	.6	.6	39.9
	Family and Consumer Sciences	1	.6	.6	40.5
	FCS Education	1	.6	.6	41.1
	Gen Ed 5-6	1	.6	.6	41.7
	Gen Ed K-6 PA	1	.6	.6	42.3
	General Science	1	.6	.6	42.9
	General Science 1	1	.6	.6	43.5
	General Science 7-12	3	1.8	1.8	45.2
	General Science, Biology, Chemistry	1	.6	.6	45.8
	Grades 4-8 (all subjects 4-6 and Math grades 7-8)	1	.6	.6	46.4
	Grades 4-8 (All Subjects 4-6, English Language Arts and Reading 7-8)	1	.6	.6	47.0
	Health and Physical Education	1	.6	.6	47.6
	Health/Phys Ed PK-12	1	.6	.6	48.2
	Health/Physical Education	1	.6	.6	48.8
	High School Math	1	.6	.6	49.4
	I would say all in some capacity	1	.6	.6	50.0
	Instructional 1: Social Studies 7-12	1	.6	.6	50.6
	Instructional 2 Health and Physical Education PK-12	1	.6	.6	51.2
	Instructional I	1	.6	.6	51.8
	K-12 Music	1	.6	.6	52.4
	K-6 Certification	1	.6	.6	53.0
	K-8 special education	1	.6	.6	53.6
	K-8 teaching, K-4 special, education	1	.6	.6	54.2
	language arts 4-8	1	.6	.6	54.8
	Level 1 K-12 Art	1	.6	.6	55.4
	Level 1 Mathematics 7-12	1	.6	.6	56.0
	Level 2	1	.6	.6	56.5
	Level 2 Elementary Ed (K-6) Cert	1	.6	.6	57.1
	Level 2 K-12 Art Cert	1	.6	.6	57.7
	Level I	1	.6	.6	58.3
	Level I Elem Ed	1	.6	.6	58.9
	Level II Secondary English (7-12)	1	.6	.6	59.5
	Math 4-8	1	.6	.6	60.1
	Mathematics	1	.6	.6	60.7
	Mathematics 7-12	1	.6	.6	61.3
	Middle Grades Math (7-9)	1	.6	.6	61.9
	Middle Level (4-8)	1	.6	.6	62.5
	Middle Level Math and Secondary Level Math	1	.6	.6	63.1
	Middle level Science	1	.6	.6	63.7
	Middle School Education	1	.6	.6	64.3
	Middle School Math	1	.6	.6	64.9
	Middle School Math (4-8)	1	.6	.6	65.5
	Middle School Science	2	1.2	1.2	66.7
	Middle Science	1	.6	.6	67.3
	PA Art K-12	1	.6	.6	67.9
	PA grades 4-8 Math	1	.6	.6	68.5
	PA level II Elementary (K-6)	1	.6	.6	69.0
	Pennsylvania PreK-4 Level II Teaching Certificate	1	.6	.6	69.6
	Physical Education and Driver's Education	1	.6	.6	70.2
	Pk-12 Art education	2	1.2	1.2	71.4
	PK-4	1	.6	.6	72.0
	PreK- 4	1	.6	.6	72.6
	PreK 4	1	.6	.6	73.2
	PreK-6	1	.6	.6	73.8
	Science 7-12	1	.6	.6	74.4
	Secondary Earth Science Education	1	.6	.6	75.0
	Secondary Ed. Citizenship Education	1	.6	.6	75.6
	Secondary Education	1	.6	.6	76.2
	Secondary Education social studies	1	.6	.6	76.8
	Secondary Education Spanish	1	.6	.6	77.4
	Secondary English	1	.6	.6	78.0
	Secondary English Education	1	.6	.6	78.6
	Secondary Mathematics (7-12)	1	.6	.6	79.2
	Secondary Mathematics Education	1	.6	.6	79.8
	Secondary Social Studies	6	3.6	3.6	83.3
	Secondary Social Studies 7-12	1	.6	.6	83.9
	Social Studies 7-12	1	.6	.6	84.5
	Social Studies Secondary Education	1	.6	.6	85.1
	Spanish	1	.6	.6	85.7
	Special Ed 7-12	1	.6	.6	86.3
	Special Education	1	.6	.6	86.9
	special education	1	.6	.6	87.5
	Special education	1	.6	.6	88.1
	Special education	10	6.0	6.0	94.0
	Special Education 7-12	1	.6	.6	94.6
	Special Education K-12	1	.6	.6	95.2
	Special Education N-12 & English 7-12	1	.6	.6	95.8
	Special Education N-21	1	.6	.6	96.4
	Special Education PK-12, Autism Endorsement	1	.6	.6	97.0
	Special Education PK-8	1	.6	.6	97.6
	Special Education PreK-8	1	.6	.6	98.2
	Special Education PreK-8	1	.6	.6	98.8
	special education, middle school math, and Wilson Reading	1	.6	.6	99.4
	Special Education/ Early childhood	1	.6	.6	100.0
	Total	168	100.0	100.0	

Appendix J: Data Table - Total Motivation Cyber School (Brick & Mortar)

Total Motivation Cyber School[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28	1	.9	.9	.9
	32	1	.9	.9	1.8
	33	1	.9	.9	2.7
	34	3	2.7	2.7	5.5
	35	3	2.7	2.7	8.2
	36	3	2.7	2.7	10.9
	38	2	1.8	1.8	12.7
	39	5	4.5	4.5	17.3
	40	1	.9	.9	18.2
	41	6	5.5	5.5	23.6
	42	3	2.7	2.7	26.4
	43	3	2.7	2.7	29.1
	44	6	5.5	5.5	34.5
	45	4	3.6	3.6	38.2
	46	8	7.3	7.3	45.5
	47	10	9.1	9.1	54.5
	48	8	7.3	7.3	61.8
	49	5	4.5	4.5	66.4
	50	7	6.4	6.4	72.7
	51	6	5.5	5.5	78.2
	52	7	6.4	6.4	84.5
	53	4	3.6	3.6	88.2
	54	1	.9	.9	89.1
	55	3	2.7	2.7	91.8
	56	1	.9	.9	92.7
	57	5	4.5	4.5	97.3
	58	2	1.8	1.8	99.1
	60	1	.9	.9	100.0
	Total	110	100.0	100.0	

a. Where Teacher Came From = Brick & Mortar

Appendix K: Data Table - Total Motivation Previous Employment (Brick & Mortar)

Total Motivation Previous Employment[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16	1	.9	.9	.9
	19	2	1.8	1.8	2.7
	24	1	.9	.9	3.6
	25	2	1.8	1.8	5.5
	26	3	2.7	2.7	8.2
	27	4	3.6	3.6	11.8
	28	7	6.4	6.4	18.2
	29	6	5.5	5.5	23.6
	30	11	10.0	10.0	33.6
	31	4	3.6	3.6	37.3
	32	6	5.5	5.5	42.7
	33	4	3.6	3.6	46.4
	34	3	2.7	2.7	49.1
	35	6	5.5	5.5	54.5
	36	10	9.1	9.1	63.6
	37	4	3.6	3.6	67.3
	38	6	5.5	5.5	72.7
	39	6	5.5	5.5	78.2
	40	4	3.6	3.6	81.8
	41	3	2.7	2.7	84.5
	42	1	.9	.9	85.5
	43	5	4.5	4.5	90.0
	44	2	1.8	1.8	91.8
	45	2	1.8	1.8	93.6
	46	1	.9	.9	94.5
	47	1	.9	.9	95.5
	48	1	.9	.9	96.4
	50	1	.9	.9	97.3
	52	1	.9	.9	98.2
	54	2	1.8	1.8	100.0
	Total	110	100.0	100.0	

a. Where Teacher Came From = Brick & Mortar

Appendix L: Data Table - Total Motivation Cyber School (College)

Total Motivation Cyber School[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	12.5	12.5	12.5
	46	2	25.0	25.0	37.5
	47	1	12.5	12.5	50.0
	48	2	25.0	25.0	75.0
	52	1	12.5	12.5	87.5
	59	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

a. Where Teacher Came From = College

Appendix M: Data Table - Total Motivation Previous Employment (College)

Total Motivation Previous Employment[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	12.5	12.5	12.5
	32	1	12.5	12.5	25.0
	35	1	12.5	12.5	37.5
	40	1	12.5	12.5	50.0
	42	1	12.5	12.5	62.5
	43	1	12.5	12.5	75.0
	50	1	12.5	12.5	87.5
	60	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

a. Where Teacher Came From = College

Appendix N: Data Table - Total Motivation Cyber School (Other Profession)

Total Motivation Cyber School[a]

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	1	2.0	2.0	2.0
	33	1	2.0	2.0	4.0
	34	1	2.0	2.0	6.0
	35	2	4.0	4.0	10.0
	38	1	2.0	2.0	12.0
	41	2	4.0	4.0	16.0
	42	4	8.0	8.0	24.0
	44	2	4.0	4.0	28.0
	45	2	4.0	4.0	32.0
	46	4	8.0	8.0	40.0
	47	4	8.0	8.0	48.0
	48	2	4.0	4.0	52.0
	49	4	8.0	8.0	60.0
	50	6	12.0	12.0	72.0
	51	2	4.0	4.0	76.0
	52	2	4.0	4.0	80.0
	54	3	6.0	6.0	86.0
	55	5	10.0	10.0	96.0
	58	1	2.0	2.0	98.0
	59	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

a. Where Teacher Came From = Other Profession

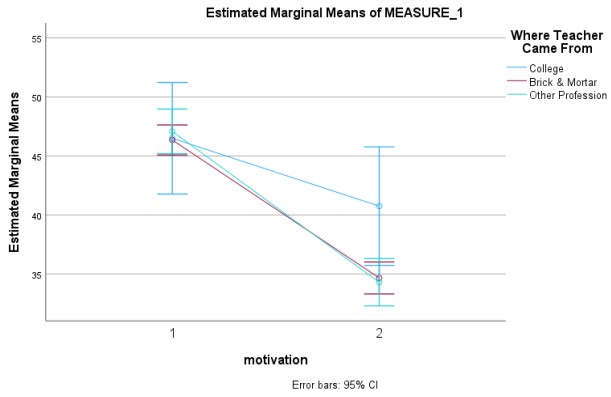
Appendix O: Data Table - Total Motivation Previous Employment (Other Profession)

Total Motivation Previous Employment[a]

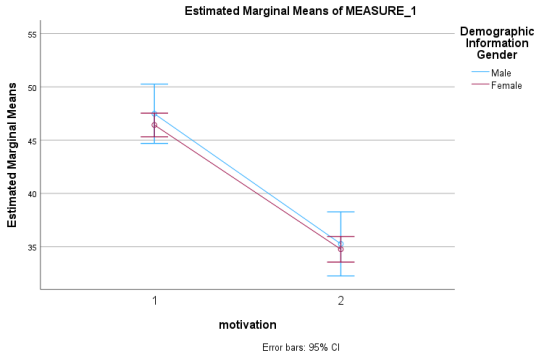
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19	1	2.0	2.0	2.0
	22	1	2.0	2.0	4.0
	23	3	6.0	6.0	10.0
	24	1	2.0	2.0	12.0
	26	1	2.0	2.0	14.0
	28	2	4.0	4.0	18.0
	29	3	6.0	6.0	24.0
	30	1	2.0	2.0	26.0
	31	1	2.0	2.0	28.0
	32	4	8.0	8.0	36.0
	33	7	14.0	14.0	50.0
	34	2	4.0	4.0	54.0
	35	1	2.0	2.0	56.0
	36	2	4.0	4.0	60.0
	37	3	6.0	6.0	66.0
	38	3	6.0	6.0	72.0
	39	3	6.0	6.0	78.0
	40	1	2.0	2.0	80.0
	41	3	6.0	6.0	86.0
	42	1	2.0	2.0	88.0
	43	2	4.0	4.0	92.0
	44	1	2.0	2.0	94.0
	45	1	2.0	2.0	96.0
	46	1	2.0	2.0	98.0
	49	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

a. Where Teacher Came From = Other Profession

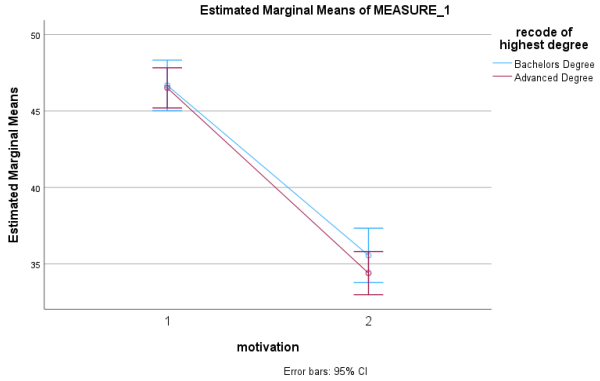
Appendix P: Profile Plot - Total Motivation By Where a Teacher Came From



Appendix Q: Profile Plot - Total Motivation By Gender



Appendix R: Profile Plot - Total Motivation By Level of Education Earned



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