

# **The Work Tasks Motivation Scale for Teachers (WTMST)**

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*Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons. Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following work tasks.*

### **Why are you doing this work task?**

#### **CLASS PREPARATION**

(e.g., deciding on instruction topics and material, determining the presentation forms and sequences, and establishing the work procedure)

	Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
	1	2	3	4	5	6	7
1.	Because it is pleasant to carry out this task.						1 2 3 4 5 6 7
2.	I don't know, I don't always see the relevance of carrying out this task.						1 2 3 4 5 6 7
3.	Because I like doing this task.						1 2 3 4 5 6 7
4.	Because my work demands it.						1 2 3 4 5 6 7
5.	Because I find this task important for the academic success of my students.						1 2 3 4 5 6 7
6.	Because the school obliges me to do it.						1 2 3 4 5 6 7
7.	I used to know why I was doing this task, but I don't see the reason anymore.						1 2 3 4 5 6 7
8.	Because it is important for me to carry out this task.						1 2 3 4 5 6 7
9.	Because I find this task interesting to do.						1 2 3 4 5 6 7
10.	I don't know, sometimes I don't see its purpose.						1 2 3 4 5 6 7
11.	Because I would feel guilty not doing it.						1 2 3 4 5 6 7
12.	Because if I don't carry out this task, I will feel bad.						1 2 3 4 5 6 7
13.	Because this task allows me to attain work objectives that I consider important.						1 2 3 4 5 6 7
14.	Because I'm paid to do it.						1 2 3 4 5 6 7
15.	To not feel bad if I don't do it.						1 2 3 4 5 6 7

## ***Why are you doing this work task?***

### **TEACHING**

(e.g., presenting instruction, answering questions, and listening to the students' needs)

Does not correspond at all	Correspond very little	Correspond a little	Correspond moderately	Correspond strongly	Correspond very strongly	Correspond completely
1	2	3	4	5	6	7
1.	Because the school obliges me to do it.					1 2 3 4 5 6 7
2.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7
3.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7
4.	Because I find this task interesting to do.					1 2 3 4 5 6 7
5.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7
6.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7
7.	To not feel bad if I don't do it.					1 2 3 4 5 6 7
8.	Because my work demands it.					1 2 3 4 5 6 7
9.	Because I would feel guilty not doing it.					1 2 3 4 5 6 7
10.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7
11.	Because I like doing this task.					1 2 3 4 5 6 7
12.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7
13.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7
14.	Because I'm paid to do it.					1 2 3 4 5 6 7
15.	Because this task allows me to attain work objectives that I consider important.					1 2 3 4 5 6 7

## ***Why are you doing this work task?***

### **EVALUATION OF STUDENTS**

(e.g., constructing assessments and exams, correcting, entering marks, giving remarks to the students)

	<b>Does not correspond at all</b>	<b>Correspond very little</b>	<b>Correspond a little</b>	<b>Correspond moderately</b>	<b>Correspond strongly</b>	<b>Correspond very strongly</b>	<b>Correspond completely</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1.	Because I'm paid to do it.						1 2 3 4 5 6 7
2.	Because I find this task interesting to do.						1 2 3 4 5 6 7
3.	I don't know, sometimes I don't see its purpose.						1 2 3 4 5 6 7
4.	Because it is pleasant to carry out this task.						1 2 3 4 5 6 7
5.	Because I would feel guilty not doing it.						1 2 3 4 5 6 7
6.	Because the school obliges me to do it.						1 2 3 4 5 6 7
7.	Because I like doing this task.						1 2 3 4 5 6 7
8.	To not feel bad if I don't do it.						1 2 3 4 5 6 7
9.	I used to know why I was doing this task, but I don't see the reason anymore.						1 2 3 4 5 6 7
10.	Because I find this task important for the academic success of my students.						1 2 3 4 5 6 7
11.	Because if I don't carry out this task, I will feel bad.						1 2 3 4 5 6 7
12.	Because this task allows me to attain work objectives that I consider important.						1 2 3 4 5 6 7
13.	I don't know, I don't always see the relevance of carrying out this task.						1 2 3 4 5 6 7
14.	Because my work demands it.						1 2 3 4 5 6 7
15.	Because it is important for me to carry out this task.						1 2 3 4 5 6 7



## ***Why are you doing this work task?***

### **ADMINISTRATIVE TASKS**

(e.g., recording and transmitting absences, building disciplinary files, and participating in meetings with students and administrators to study disciplinary cases, meetings with teachers, meetings with the administration, meetings with the union, and school assemblies)

	<b>Does not correspond at all</b>	<b>Correspond very little</b>	<b>Correspond a little</b>	<b>Correspond moderately</b>	<b>Correspond strongly</b>	<b>Correspond very strongly</b>	<b>Correspond completely</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
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12.	To not feel bad if I don't do it.						1 2 3 4 5 6 7
13.	Because this task allows me to attain work objectives that I consider important.						1 2 3 4 5 6 7
14.	I don't know, I don't always see the relevance of carrying out this task.						1 2 3 4 5 6 7
15.	Because it is pleasant to carry out this task.						1 2 3 4 5 6 7

## ***Why are you doing this work task?***

### **COMPLEMENTARY TASKS**

(e.g., tutorial guidance, involvement in committees, extracurricular activities, and continuous improvement training)

<b>Does not correspond at all</b>	<b>Correspond very little</b>	<b>Correspond a little</b>	<b>Correspond moderately</b>	<b>Correspond strongly</b>	<b>Correspond very strongly</b>	<b>Correspond completely</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
1.	Because it is important for me to carry out this task.					1 2 3 4 5 6 7
2.	Because I find this task important for the academic success of my students.					1 2 3 4 5 6 7
3.	I don't know, sometimes I don't see its purpose.					1 2 3 4 5 6 7
4.	Because if I don't carry out this task, I will feel bad.					1 2 3 4 5 6 7
5.	I used to know why I was doing this task, but I don't see the reason anymore.					1 2 3 4 5 6 7
6.	Because the school obliges me to do it.					1 2 3 4 5 6 7
7.	Because I like doing this task.					1 2 3 4 5 6 7
8.	Because I'm paid to do it.					1 2 3 4 5 6 7
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12.	I don't know, I don't always see the relevance of carrying out this task.					1 2 3 4 5 6 7
13.	Because my work demands it.					1 2 3 4 5 6 7
14.	Because I find this task interesting to do.					1 2 3 4 5 6 7
15.	Because it is pleasant to carry out this task.					1 2 3 4 5 6 7

## APPENDIX

### The 15 Items Assessing the Motivational Constructs for Each Task

#### Intrinsic Motivation

Because it is pleasant to carry out this task.

Because I find this task interesting to do.

Because I like doing this task.

#### Identified Regulation

Because it is important for me to carry out this task.

Because this task allows me to attain work objectives that I consider important.

Because I find this task important for the academic success of my students.

#### Introjected Regulation

Because if I don't carry out this task, I will feel bad.

Because I would feel guilty not doing it.

To not feel bad if I don't do it.

#### External Regulation

Because my work demands it.

Because the school obliges me to do it.

Because I'm paid to do it.

#### Amotivation

I don't know, I don't always see the relevance of carrying out this task.

I used to know why I was doing this task, but I don't see the reason anymore.

I don't know, sometimes I don't see its purpose.

*Note.* For the purpose of this article, we followed the back-translation procedure described by Vallerand and Halliwell (1983) to translate the original French Canadian items into English.