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**Title**

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**Abstract**

A lot of research has been done into the motivations in teachers in primary/secondary education and into student motivation. However, teachers' motivations for teaching in higher education are rarely studied. A growing interest exists though in the professional development of teachers in higher education, of which motivation is an important aspect. This article, therefore, focuses on the development and validation of a Dutch questionnaire for teachers' motivations for teaching in higher education. The questionnaire is based on three earlier developed questionnaires, including the following motivational aspects: efficacy, interest, and effort. Confirmatory factor analyses were conducted with the data of 231 higher education teachers. The results of our explorative study showed that after modifications, including the removal of two out of three efficacy-aspects (?outcome efficacy? and ?teaching efficacy?), this instrument is sufficiently reliable and valid to use in educational practice and research. Future research into the use of the questionnaire in different

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contexts is desirable. (HRK / Abstract übernommen) Visser-ijnveen, Gerda J., E-Mail:  
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