



TEACHERS' MOTIVATIONAL FACTORS IN PARTICIPATING CONTINUOUS PROFESSIONAL DEVELOPMENT: BANGLADESH OPEN UNIVERSITY PERSPECTIVE

Md. Omar Faruk Bhuiyan¹

ABSTRACT

Continuous professional development (CPD) is an integral part of teaching profession. This paper aims at investigating the motivational factors which drives faculty members to participate in continuous professional development (CPD). Qualitative research methods have been used while conducting the study. Case studies and in-depth interviews has been used for qualitative purpose. In case studies two educational institutions from U.S.A and Singapore has been chosen while in interview 5 faculty members of Bangladesh Open University(BOU) have been participated. In the U.S.A based case study it was found that all the faculty members involve in CPD for extrinsic motivation while in the Singapore based case study found intrinsic motivation plays crucial role in the teachers' participation in CPD. The findings of the in-depth interviews revealed that BOU faculty members participated in CPD for both intrinsic and extrinsic motivation. In Bangladesh, CPD can be made indispensable to university faculty member's profession which can give positive outcomes for the society and the nation.

Keywords: Continuous Professional Development, Extrinsic Motivation, Intrinsic Motivation.

INTRODUCTION

Teaching is a profession where teachers need to enhance their professional development continuously. Traditional pedagogical skills along with teaching practice make teachers stagnant and fail to fulfill the timely need of the learners and organization. Involvement in continuous professional development (CPD) helps teachers to increase their knowledge efficiency, provide digital orientation, accustoms to new skills and materials, and enhances the knowledge level (Wyatt & Elena, 2016). In addition to that CPD participation changes the perception along with the realization of the educators (Cordingley et al., 2005; Pedder et al., 2010). Around the world, none other than any profession needs on-going professional development more frequently like teaching. With the evolution of time, new requirements and needs are coming out. To address the change, educators need to participate in CPD with own enthusiasm. Teachers' engagement in CPD develops their teaching knowledge (Anderson, 2008). Resistance to change, sluggishness in adopting innovation, makes teaching pathway more complicated now-a-days. So, it is required to know the motivational factors of the faculty members behind their participation in CPD.

STATEMENT OF THE PROBLEM

Now-a-days teachers are much more career-orientated and focused than before. Teachers are aware of their current and future needs. Teachers know exactly what institutions, learners want

¹Assistant Professor (Finance and Banking), Open School, Bangladesh Open University.

from themselves. So every teacher tries to be active in CPD participation. Sometimes they are motivated, sometime they are de-motivated in CPD activities but they feel the importance of CPD in their career development. Multidimensional forms of CPD activities like formal education, professional activities, work-based learning, and self-directed learning are introduced among teachers to flourish their competency and skills (Wilde, 2005; Mclinden et al., 2006). Although the government devotes many resources to CPD activities, the deliberate participation rate of the educators in CPD is mediocre in comparison to expectation (Chang et al., 2014). Teachers perceived importance, attitudes, institutional pressure are somehow responsible for CPD participation. Motivation is one of the underlying attributes that drives someone to do or not to do anything (Broussard, 2004). Considering motivation as determining factor participation in CPD varies among teachers which is observable.

OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To find out the reasons behind the faculty members participation in CPD.
2. To investigate the motivational factors of the faculty members participation in CPD.

RESEARCH QUESTIONS

This study tries to answer the following research questions:

RQ-01: Why faculty members participate in CPD?

RQ-02: What are the motivational factors that drives faculty members to participate in CPD?

RATIONALE OF THE STUDY

As teachers have to undergo continuous professional development (CPD) at any point in their teaching career, it is essential to investigate the reasons behind the teachers' motivation to participate in CPD. The factors which motivate teachers to participate in significant professional learning are not known profoundly (Ng, 2010). By investigating the motivational factors of teachers in CPD participation, it becomes easier to know what teachers want from the engagement in CPD activities. According to Calleja (2018), teachers find intrinsic motivation in CPD participation while Bouwma-Gearhart (2011) argued that teachers find extrinsic motivation in CPD participation. Multifaceted findings give a clue to ascertain new research and further studies. Very few studies have been conducted by investigating the faculty members' motivation in CPD. This study has been conducted in the context of Bangladesh. Bangladesh Open University (BOU) is the pioneer of open and distance learning (ODL). So, it is important to know the motivational factors of faculty members behind the participation of CPD as ODL educators need to update their teaching and learning more frequently than any other university teachers. The study findings will help policymakers to understand the reasons behind the ODL faculty members' participation in CPD.

LITERATURE REVIEW

Continuous Professional Development

Definitions of CPD found in the literature are quite varying from one to another. In the academic arena, to improve individuals' contemplation all sorts of learning formal as well as informal is considered to be continuous professional development. The professional development of the teachers is a continuous process as it deepens knowledge, improves skills and competencies, forms values and attitudes of the teachers (Mukan et al., 2019). Professional development comprises personal development which should be interacting and complementing (Early & Bubb, 2004). To empower teachers, improve the agency, develop the organizations along with disciples through

developing personal as well as professional qualities, improving wisdom, efficiency and exercise CPD is known as designed, on-going and never-ending process (Padward& Dixit, 2011). Up-gradation of subject knowledge, reformation of the curriculum is the common phenomena of CPD in Europe while methodological tools in teaching, information and communications technology usage, administration, extraordinary needs, teaching in the ethnic group within society and managerial conduct also fall into the purview of CPD. Addressing time frame Fraser et al. (2007) narrated that teachers' professional development takes a wider time which ultimately improves teacher's professionalism by shifting quality. Marta et al. (2017) indicate doctorate which is known as upper research degree as a technique of professional development for the teachers. In teachers' professional development teachers involved in long term learning process for developing occupational efficiency and knowledge by obtaining occupational satisfaction which ultimately adds value to the institutional as well as professional improvement (Shawer, 2010). To improve students learning, teachers' CPD can be maintained in a deliberate, continuous and regulated way by promoting educators' professional knowledge, efficiency and outlook (Guskey, 2000).

Motivation

In teachers' continuous professional development motivation plays a significant positive role (Saade et al., 2018). Underlying reasons that are responsible for the behavior is known as motivation (Guay et al., 2010). For doing something or not doing something the attributes which lead to anyone is defined as motivation (Broussard, 2004). Someone finds no momentum or encouragement in doing something is termed as unmotivated while a person who finds energy or passion until the closing of the work is characterized as motivated (Ryan &Deci, 2000). Motivation encompasses interrelated faith, understanding, norms, attention, and operation (Lai, 2011). Due to different subject matters, the motivation of the person varies and by adding age this extent gets intensified. Individuals' pleasure, interest or joy is the animated result of intrinsic motivation (Deci et al., 1999). Moreover, intrinsic motivation by ensuring natural gratification which is latent in fruitful elective action energizes and continues the activities. An intrinsically motivated person works for pleasure or challenges not because of exterior squeeze or award (Ryan &Deci, 2000). Usually, teachers in excellent learning outcomes prefer intrinsic motivation to extrinsic motivation (Lai, 2011). Extrinsic motivation arises when a task is done to attain separable results (Ryan &Deci, 2000). Extrinsic motivation can be differentiated from intrinsic motivation as it has instrumental standards not doing just for pleasure. Gottfried (1990) states scholastic motivation as school learning fun which includes not only predominance orientation, inquisitiveness, perseverance, activity fulfillment but also learning the task that is hard, ticklish and extra-special.

Teacher's Motivational Factors to Participate in CPD

In explaining the effectiveness of continuous professional development programs teachers' motivation is a significant factor (Zhang et al., 2021). There is a strong probability that motivated educators involved in professional development and innovative program implementation to increase the learning of the students (Cave &Mully, 2010). Driving forces of the teachers' participation in continuous professional development are personal factors which comprise of job progression, possible expansion and achievement, school-related factors which constitute of interpersonal affiliation, peer to peer, review of the teachers CPD; and system-wide factors which is accommodating cultural exercise (McMillan et al., 2014). According to Calleja (2018), the intrinsic factors that motivate teacher's involvement in professional development are: 1) willingness of the teachers regarding developing teaching knowledge, 2) teachers' faith in inquiry benefits, and 3) teachers' requirement for changing classroom culture. In participating professional learning dynamism three different factors are related which are personal factors comprise of five sub-factors, task factors made up of five sub-factors and work ambiance factors consists of three

sub-factors (Kwakman,2003). Considering Ph.D. degree as a part of continuous professional development, it is found that five key motivational factors are the dynamic forces to pursue a Ph.D. degree which is: 1) unexecuted ferocity of following up teaching profession, 2) prior experience of postgraduate degree, 3) requirement for developing professionalism, 4) promoting learners learning outcomes, 5) individual achievement (Kowalczyk-Waledziak et al., 2017). Goldsmith and Schifter(1997) pointed out that personal motivational, as well as behavioral factors, should be accommodated while describing teacher's professional development. Discussing nurses' continuous professional development nine motives were selected which is marked as motivational factors that have a relationship with four learning activities category (Pool et al., 2016). Herzberg et al. (1959) give two-factor theory linking motivation and work which can be used in teaching professional development. Internal motivators and contingent factors are known to be two-factor motivation theory. While addressing teacher professionalization, it is found that five key motivators such as teaching improvement, monetary benefit, aided advantage, own and outer validations are considered as vital motivational factors for continuous professional development (Hildebrandt &Eom, 2011). Kearns (2001) stated in his study that those teachers who are in early-stage participate and elect professional development functions not only for the priority of their school and class but also for their interest. The impact of psychological and individual factors on continuous professional development by considering three phases according to the I-Change model, deals with motivational factors of effective professional development for the teachers (Reynders et al., 2015). In case of course awarding higher studies, those are considered as a part of continuous professional development depends on numerous factors which may turn out to be motivating or obstructive factors (Arthur et al., 2006).

RESEARCH METHODOLOGY

Research Design

Quantitative and qualitative are the two types of methodology (Creswell, 2012). In quantitative methodology findings are demonstrated by numbers whereas in qualitative approach it is articulated through thematic analysis (Punch, 2005).Qualitative research methods has been used to conduct this study.

Instruments

To collect qualitative data two case studies and in-depth interviews was conducted. Interview question was open-ended. What somebody thinks but unable to demonstrate the exact things can be found in the interviews (Ribbins, 2002). To collect in-depth information, interviews are an essential research instrument (Kumar et al., 2020).

Sampling

Probability sampling and non-probability sampling are the two significant types of sampling techniques (Cohen &Janicki-Deverts, 2012). In this study non-probability sampling techniques have been used. Among the non-probability techniques, for collecting case studies convenience sampling was used as it helps to find out most relevant case studies related to CPD and motivation. For collecting interview data purposive sampling was used in order to have in-depth information and fulfill the purpose of the study. Along with in-depth understanding for cost effectiveness, simplicity, less time-consuming purposive sampling has been selected (Punch, 2005).

DISCUSSION

Case Study-01 : “Research University STEM Faculty Members’ Motivation to Engage in Teaching Professional Development: Building the Choir through an Appeal to Extrinsic Motivation and Ego”

This case study contains the motivational factors of the research university teachers. Here why STEM (Science, Technology, Engineering, and Mathematics) teachers of a research-based university involve in professional development has been discussed. This study is the combination of qualitative and grounded theory-based which tries to investigate science and engineering teacher’s motivations for engaging in the professional development of a renowned research university. The study reveals that faculty members involved in professional development for the sake of extrinsic motivation which is the quite opposite outcome of most of the research where teacher’s intrinsic motivations are given priority.

The study has been done in the United States by considering one of the famous research-based universities. To capture the research findings, an analysis of grounded and self-determination theory has been considered to link the theoretical background. The study addressed two specific research questions which are:

- 1) For involving in deliberate teaching occupational development of a research-based university what factors motivates the faculty members of science and engineering discipline?
- 2) How the outlook and culture of the faculty members of science and engineering specialization affected by the involvement of pedagogical professional improvement activities?

The faculty members of a leading research university who participated in teaching professional development earlier were selected by considering their disciplines. The convenience sampling was used. All of the participant’s prior engagement in Teaching Professional Development (TPD) was deliberate. 12 participants were selected for the study in which 4 were assistant professor(3 female, 1 male), 4 were associated professor(2 female,2 male) and 4 were full professor(3 female, 1 male). For the collection of qualitative data, a concise online observation along with a semi-structured protocol of interviews was conducted to see the earlier interest reflection.

Respondents’ willingness to participate in TPD which considers their motivations are: 1) to communicate with the peer who attaches themselves in developing their pedagogy 2) to enhance their teaching efficiency 3) to improve their teaching autonomy. Nine participants claimed that to maintain the connection with the same discipline or position they find motivation in engaging TPD. One of the participants wants a congenial and friendly environment for discussing teaching-related issues without hesitation or criticism. Six respondents exerted that lengthy workshops and TPD classes are effective as it builds security and confidence of the participants. One claimed that it gives them time to know each other. TPD searches for the participant’s responses in fulfilling the need of improving teaching capability. All respondents told that for enhancing teaching ability they find the motivation to participate in TPD. Nine participants narrated that for the recovery of their realized pedagogical insufficiency they felt the motivation to engage in their initial TPD. All but one explained that for addressing teaching ability they continuously involve in TPD. All participants ascertained that by improving their teaching-learning and skill TPD helped them to recover their pedagogical incompetency. One of the participants narrated that her day depends on how she took the class. Good or poor classes affect her day. Like this, all participants were motivated to participate in TPD for their professional pleasure. In TPD what they seek to, find which enhances their occupational volition.

Participants' elementary motivation of TPD engagement was to fulfill the teaching fundamental needs. Their continuous engagements satisfy and extend their teaching exigent which is excessive ability they opted for. Some of the participants stated that they participate in CPD not only for protecting their first competence but also for assuring a superior pedagogical ability which prior TPD encouraged them. All the participants agreed that teaching needs to be improved continuously. One of the respondents narrated that TPD activity would be effective if it satisfies current as well as future needs. Who does not find motivation in participating in TPD may get inspiration from the participants' experiences to flourish motivation in TPD.

All the participants initially involve in TPD for extrinsic motivation. Those who do not get attraction in teaching initially extrinsic motivation probably inspire them in TPD involvement. TPD had to fulfill the needs of greater teaching ability, persistence and autonomy effectively. The recommendation given by the twelve research respondents may be considered as a foundation of teachers' participation in CPD.

Case Study-02: "Uncovering Singapore Teacher's Motivation to Participate in Professional Development Activities"

This case study reveals teachers' motivation in engaging professional improvement activities in the context of Singapore. The representative educators express their motivational factors while participating in professional development actions. In Singapore motivation that leads teachers to participate in teaching professional development (TPD), has a shortage of experimental study. By applying planned behavioral theory teachers motivational factors of pursuing TPD, are discussed in this study addressing the research problem with the help of not only baseline study but also elaborate investigation. For constructing baseline comprehensive and thorough interviews, as well as survey questionnaires, is performed while for condensing investigation and triangulation observations along with fieldwork are performed to ameliorate the reliability.

Considering teachers as a catalyst for decision-makers in TPD activity, it is essential to experiment with the reasons for teachers' participation in TPD and ways of involvement. This study has two research questions aligning with research problems which are:

- 1) Why do educators participate in professional improvement?
- 2) In what ways do educators participate in professional improvement?

While conducting the study by adopting planned behavioral theory teachers' belief as well as the willingness and actual participation in occupational development actions relationship, are examined. In comprehensive and thorough interview teachers were asked to provide information: meaning of PD, professional educators quality, envision via professionalizing procedures, opinion regarding 100 hours TPD participation, favorite PD activities and positive impression of TPD involvement, disgusting PD activities and negative impression, usage of TPD, factors consider while deciding TPD engagement, planning and exist time of TPD, TPD nomination, ways of TPD participation, annual 100 hours PD usage and its outcome, willingness to participate in PD and inhibiting factors of engaging in PD. The same information is sought from teachers' immediate boss to know their appreciation, TPD's effect, and teachers' professionalism.

Fourteen teachers were taken as respondents through convenience sampling to represent various educational levels and factors related to social and professional aspects for example gender, the number of years in teaching and qualification. By using content analysis of two ingredients teachers TPD participation was surveyed. Out of 14 teachers, 9 thought that TPD improves their learning and proficiency. Among the eight educators perceived that TPD has no contribution to their professional necessities. Head of Department (HoD) who was the outright reporting boss used as normative referents and cited by 6 respondents out of 14 as an influential contributor in

teachers' TPD participation and motivation. In realized behavioral control, time is considered as a common phenomenon for TPD improvement which is cited by 9 out of 14 educators. Out of 14 interviews, 3 were used as case studies where one participant was a geography secondary teacher having 26 years of teaching experience. Another two were geography teacher in college-level having 5 years' experience and physical teachers at the primary level having 12 years' experience.

Respondents thought that their more TPD involvement will not give them promotion and less TPD engagement have no consequences. One of the participants said that 75% of TPD engagement is given by the reporting officer while 25% is one's willingness. Maximum teachers stated that they participated in TPD alone without some occasional participation with fellow because they believed it is a personal development procedure. States' devotion to resources in TPD is good enough that's why teachers need not pay much for TPD. Normal procedures of TPD engagement should be organized from the starting of the year in consultation with their reporting boss. One of the participants stated that TPD attachment with short notice is difficult for them to cope up with. Interview results demonstrate combined and on-going TPD procedures. Results exhibited two-way outcomes. TPD not only improves proficiency and learning but also aligns educators' needs consider as positive output while no value addition to teachers' needs and implementation drawbacks consider as negative output. In TPD behavior principal as well as departmental head are the two key referents that exist in overall teachers' TPD engagement. Teachers' experiences TPD engagement is related to nomination, anticipation or instruction. Reporting officers' permission is needed for TPD participation in the school level. The case revealed TPD involvement is a mix up of others and one's expectations. Sometimes teachers bound to go for TPD which resulted in useless while individual choice gives an effective and fruitful result. There exist six inhibiting factors which are: 1) time 2) funding 3) educators need 4) TPD nature 5) learners' needs and 6) congenial school environment. One of the participants responded that adjustment with schedule and time management is crucial for TPD participation. Another participant urges institutions' budget for TPD participation.

In Singapore, the teacher's professional development is not fully dependent on institutions' determination procedure rather it is balanced by considering teachers' personal decision making in participating in TPD activities. This study by including investigative and descriptive analysis facilitates the grounded fact of TPD participation in Singapore. By examining educators' needs with useful and effective approaches, this study tries to find out teachers' motivational factors in participating in professional development.

By considering the two case studies an in-depth interviews has been conducted in BOU in order to investigate why faculty members involved in CPD. Explaining the motivation of CPD one of the newly joined faculty member stated that:

Teaching is not like any other profession. Here teachers need to update his knowledge, teaching methods, and adopt with different technology. As an ODL faculty member, we need to involve in CPD more frequently than any other traditional universities. The factors that drives us to engage in CPD is motivation. Without ensuring proper motivation the implementation of CPD will not provide appropriate outcome (IP-2).

By addressing the motivation of CPD one of the senior faculty members explained that:

As a 21st century faculty members, we, the ODL educators need to engage in CPD as the curriculum, learning/teaching methods, teaching environment, and technology has been changed rapidly. Not a single faculty member will participate in CPD if motivation is not provided to them (IP-4).

According to respondents opinion it is found that in Bangladesh like other university's faculty members, Bangladesh Open University:one of the renowned public university teacher's earnings and numeration structure is low in comparison to other professions which leads to less motivation for CPD involvement supported by (Opfer&Pedder, 2010) findings that exerts teachers face lack of motivation comparing to other professions. To make teachers active in CPD activities along with intrinsic motivation extrinsic motivation should be provided. Extrinsic motivation gives faculty members encouragement, financial gain to engage in CPD.

In the interview session it is asked which motivational factors drives faculty members to participate in CPD. To participate in continuous professional development the motivational factors that drive teachers are individual motivational factors, school-related factors and system-wide factors (McMillan et al., 2014). During interview one of the participants narrated that:

I participated in CPD according to my own interest. We are living in the era of 4th industrial revolution. Now-a-days there is a quick technological shift in the education sector especially in the higher education. As an ODL faculty member I need to update my knowledge, get acquainted with the latest technology and pedagogical skills. My individual motivation drives me to participate in CPD (IP-5).

According to respondents opinion, the factors that drives Bangladesh Open University faculty members in CPD are:1) to expand knowledge 2) to improve teaching experience 3) to improve personal quality in teaching 4) to make teachers feel valued 5) to increase job satisfaction 6) to ensure congenial working environment 7) to take preparation of the changes 8) to follow government policies and 9) to develop the career.

CONCLUSION

In the teaching profession, there exists no alternative to CPD participation considering the timely requirements of the education system. Aligning with the emerging needs of the learners, technological change, classroom practice and pedagogical competency teachers need to engage in CPD activities. As university educators' perception, attitude, and belief differ from school and college-level teachers, university teachers need special care to involve in CPD. Intending to make CPD as a central part of every university teachers, appropriate measures and motivations need to be provided. University teachers, who choose teaching as a profession for their willingness are intrinsically motivated and participate in CPD activities. But sometimes they feel de-motivated getting the same treatment of participating and not participating in CPD activities. Institutions should provide special treatments to those who continuously upgrade their competence, pedagogical styles from those who are not involved in CPD activities. Participation in CPD activities needs financial support and monetary benefits. So those who are demonstrating encouragement in CPD participation need funding, sponsorship and monetary support to continue CPD. In general for accommodating all the teachers of the university under one umbrella, common interest and factors that motivate university teachers to participate in CPD should be taken care of. By ensuring and giving extrinsic motivation to all university teachers and igniting intrinsic motivation, CPD participation will be an integral part of every university teacher's profession. By keeping aloof one segment from participating in CPD activities reformation and development of education is not possible. So by providing special care, CPD can be made indispensable to every university faculty member's profession that can give positive outcomes for the society and the nation.

REFERENCES

Anderson, J. (2008). Teachers' motivation to attend voluntary professional development in K-10 mathematics. *Navigating currents and charting directions*, 51-58.

- Arthur, L., Marland, H., Pill, A., & Rea, T. (2006). Postgraduate Professional Development for teachers: motivational and inhibiting factors affecting the completion of awards. *Journal of In-Service Education*, 32(2), 201-219. doi: 10.1080/13674580600650971.
- Bouwma-Gearhart, J. (2011). Research University STEM Faculty Members' Motivation to Engage in Teaching Professional Development: Building the Choir through an Appeal to Extrinsic Motivation and Ego. *Journal of Science Education and Technology*, 21(5), 558-570. doi: 10.1007/s10956-011-9346-8.
- Broussard, S. (2004). The Relationship between Classroom Motivation and Academic Achievement in Elementary-School-Aged Children. *Family and Consumer Sciences Research Journal*, 33(2), 106-120. doi: 10.1177/1077727x04269573.
- Calleja, J. (2018). Teacher Participation in Continuing Professional Development: Motivating Factors and Programme Effectiveness. *Malta Review of Education Research*, 12(1), 5-29.
- Cave, A., & Mulloy, M. (2010). How do cognitive and motivational factors influence teacher's degree of program implementation? A qualitative examination of teacher perspectives. *National Forum of Educational Administration and Supervision Journal*.
- Chang, C., Teng, P., Tan, A., Joiko, S., Chan, Y., & Poh, M. (2014). Uncovering Singapore Teachers' Motivation to Participate in Professional Development Activities. *Literacy Information and Computer Education Journal*, 5(1), 1460-1466. doi: 10.20533/licej.2040.2589.2014.0195.
- Cohen, S., & Janicki-Deverts, D. (2012). Who's stressed? Distributions of psychological stress in the United States in probability samples from 1983, 2006, and 2009 1. *Journal of applied social psychology*, 42(6), 1320-1334.
- Cordingley, P., Bell, M., Thomason, S., & Firth, A. (2005). The impact of collaborative continuing professional development (CPD) on classroom teaching and learning. Review: How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning? *London: EPPI-Centre*.
- Creswell, J. W. (2012). Educational research: planning. *Conducting, and Evaluating*.
- Deci, E., Koestner, R., & Ryan, R. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668. doi: 10.1037/0033-2909.125.6.627
- Earley, P., & Bubb, S. (2004). Leading and managing continuing professional development: developing people, developing schools. *London: Paul Chapman*.
- Fraser, C., Kennedy, A., Reid, L., & McKinney, S. (2007). Teachers' continuing professional development: contested concepts, understandings and models. *Journal of In-Service Education*, 33(2), 153-169. doi: 10.1080/13674580701292913
- Goldsmith, L., & Schifter, D. (1997). Understanding teachers in transition: Characteristics of a model for the development of mathematics teaching.
- Gottfried, A. (1990). Academic intrinsic motivation in young elementary school children. *Journal of Educational Psychology*, 82(3), 525-538. doi: 10.1037//0022-0663.82.3.525
- Guay, F., Chanal, J., Ratelle, C., Marsh, H., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711-735. doi: 10.1348/000709910x499084
- Gusky, T. (2000). Evaluating professional development. Thousand Oaks, CA. *Corwin Press*.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). The motivation to work. *New York: Willey*.
- Hildebrandt, S., & Eom, M. (2011). Teacher professionalization: Motivational factors and the influence of age. *Teaching and Teacher Education*, 27(2), 416-423. doi: 10.1016/j.tate.2010.09.011
- Kearns, H. (2001). Competence-based Early Professional Development: first impressions of the Northern Ireland programme. *Journal of In-Service Education*, 27(1), 65-82. doi: 10.1080/13674580100200140
- Kowalczyk-Wałędziak, M., Lopes, A., Menezes, I., & Tormenta, N. (2017). Teachers pursuing a doctoral degree: motivations and perceived impact. *Educational Research*, 59(3), 335-352. doi: 10.1080/00131881.2017.1345287

- Kwakman, K. (2003). Factors affecting teachers' participation in professional learning activities. *Teaching and Teacher Education*, 19(2), 149-170. doi: 10.1016/s0742-051x(02)00101-4
- Kumar, S., Kumar, R. S., & PRABHU, M. G. N. (2020). Sampling framework for personal interviews in qualitative research. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 7102-7114.
- Lai, E. (2011). Motivation: A Literature Review. *Pearson's Research Reports*, 6, 44.
- Marta, K.-W., Otilia, C., & Linda, D. (2017). Do Teachers Really Need a Master's Degree? Student Teachers' Perspectives. *Revista de Științe Ale Educației*, (1), 35–58.
- McLinden, M., McCall, S., Hinton, D., Weston, A., & Douglas, G. (2006). Developing online problem-based resources for the professional development of teachers of children with visual impairment. *Open Learning: The Journal Of Open, Distance And E-Learning*, 21(3), 237-251. doi: 10.1080/02680510600953211
- McMillan, D., McConnell, B., & O'Sullivan, H. (2014). Continuing professional development – why bother? Perceptions and motivations of teachers in Ireland. *Professional Development in Education*, 42(1), 150-167. doi: 10.1080/19415257.2014.952044
- Mukan, N., Yaremko, H., Kozlovskiy, Y., Ortynskiy, V., & Isayeva, O. (2019). Teachers' Continuous Professional Development: Australian Experience. *Advanced Education*, 12, 105-113.
- Ng, C. (2010). Do career goals promote continuous learning among practicing teachers? *Teachers and Teaching*, 16(4), 397-422. doi: 10.1080/13540601003754806
- Opfer, V., & Pedder, D. (2010). Benefits, status and effectiveness of Continuous Professional Development for teachers in England. *Curriculum Journal*, 21(4), 413-431. doi: 10.1080/09585176.2010.529651
- Padward, A., & Dixit, K. (2011). Continuing Professional Development. An Annotated Bibliography. *Kolkata: British Council India*. Retrieved from <https://www.britishcouncil.in/sites/default/files/cpdbiblio.pdf>
- Pedder, D., Opfer, V., McCormick, R., & Storey, A. (2010). 'Schools and Continuing Professional Development in England – State of the Nation' research study: policy context, aims and design. *Curriculum Journal*, 21(4), 365-394. doi: 10.1080/09585176.2010.529637
- Pool, I., Poell, R., Berings, M., & ten Cate, O. (2016). Motives and activities for continuing professional development: An exploration of their relationships by integrating literature and interview data. *Nurse Education Today*, 38, 22-28. doi: 10.1016/j.nedt.2016.01.004
- Punch, Keith (2005): Introduction to Social Research: Quantitative and Qualitative Approaches. 2nd Edition. Thousand Oaks.
- Reynders, L., Vermeulen, M., Kessels, J., & Kreijns, K. (2015). Stimulating Teachers' Continuous Professional Development in the Netherlands. *Malta Review of Educational Research*, 9(1), 115-136.
- Ribbins P (2002) 'Interviews in Educational Research: Conversations with a Purpose.' in Briggs A R J and Coleman M (Eds), *Research Methods in Educational Leadership and Management*. London: Sage.
- Ryan, R., & Deci, E. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology*, 25(1), 54-67. doi: 10.1006/ceps.1999.1020
- Saade, S., Ghazala, F., Farhat, A., & Hallit, S. (2018). Attitudes towards continuous professional development: a study of pharmacists in Lebanon. *Pharmacy Practice (Granada)*, 16(1).
- Shawer, S. (2010). Classroom-level teacher professional development and satisfaction: teachers learn in the context of classroom-level curriculum development. *Professional Development in Education*, 36(4), 597-620. doi: 10.1080/19415257.2010.489802
- Wilde, J. (2005). 'Doing the undoable'. Professional development in schools in Special Measures. NCSL work in progress.
- Wyatt, M., & Ončevska Ager, E. (2016). Teachers' cognitions regarding continuing professional development. *ELT Journal*, ccw059. doi: 10.1093/elt/ccw059
- Zhang, X., Admirall, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *Journal of Education for Teaching*, 47(5), 714-731.