What Influences High School Teacher Motivation To Engage In Cpd

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Abstract
Numerous studies have confirmed that continuing professional development (CPD) is a significant contributor for improving teacher effectiveness. Hence, this paper reports on a study that explored the motivation of high school teachers in Saudi Arabia to engage in CPD. It adopted a mixed methods (MMR) sequential explanatory design utilising an online questionnaire completed by 425 high school teachers and focus groups with 29 high school teachers. The paper aims to investigate what influences teacher motivation to engage in CPD. The findings identified 48 influential factors that highly enhanced teacher motivation to participate in CPD. These factors were organised into four categories: government and policy, school, CPD and personal factors. Based on these findings, a conceptual framework was developed that has the potential to contribute to the knowledge base on teacher motivation to engage in CPD.

Keywords: Teacher CPD, Teacher Motivation, Policymakers, School Leaders, CPD Within Teachers, Facilitators, Incentives, Heavy Workload, Reforms, Conceptual Framework

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Introduction

Continuing professional development (CPD) is considered an important factor in relation to teachers' professional development. The literature shows that CPD is a broad concept that includes different learning experiences and emphasises lifelong learning (Fraser, Kennedy, Reid, & McKinney, 2007; McMillan, McConnell, & O'Sullivan, 2014). Hence, the definition of CPD adopted in the current study is that CPD is "continuous ... process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisation and their pupils (Padwad & Dixit, 2011).

Despite the importance of teacher CPD, however, the lack of teacher motivation to engage in such programmes was one of the main reasons for unsuccessful CPD programmes (Hill, 2015; Guskey, 2002; Rzejak et al., 2014). Hence, taking into account teacher motivation for CPD is crucial (Schieb & Karabenick, 2011). Nevertheless, it is confirmed that investigating teacher motivation to engage in CPD is limited (Appova & Arbaugh, 2018; Schieb & Karabenick, 2011). Accordingly, the current study aims to fill this gap and investigate factors influencing Saudi Arabian high school teacher motivation to engage in CPD.

Methodology

The study adopted a mixed methods research (MMR) approach for collecting and analysing the data. Specifically, it used a sequential explanatory design that starts with a quantitative phase followed by a qualitative phase. To collect the quantitative data, an online questionnaire designed in Google Forms was used. The total sample of online questionnaire participants comprised 425 high school teachers from throughout the country. For the qualitative phase, 29 high school teachers who lived in Jeddah made up six focus groups comprising up to 5 teachers per group.

Results

Analysed data regarding what influences teacher motivation to engage in CPD has revealed that there is a range of influential factors playing crucial roles in motivating teachers to engage. These factors were divided into four major categories: (i) policy and government factors, (ii) school factors, (iii) CPD programme factors and (iv) within-teacher factors. Each category comprises two main themes as demonstrated in Figure 1. This division can help to gain a better understanding about each category and to produce meaningful outcomes.
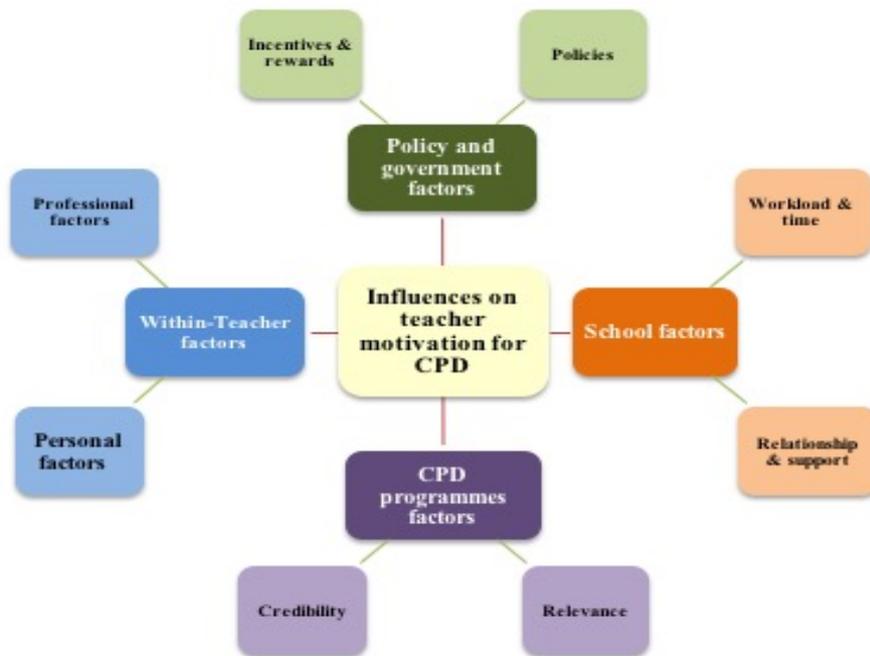
Figure 1: The main themes of influences on teacher motivation to engage in CPD

A. Policy and Government factors

Seven influential factors related to governments and educational policies were found to be strong influences on teacher motivation to engage in CPD, ranging from 60% to 96% of participants. Two themes emerged from this category. The first theme is incentives and rewards and the second theme is related to educational policy factors.

A.1. Incentives and rewards

Analysed data showed that 96% of participants confirmed that incentives and rewards, whether tangible or intangible (e.g. verbal rewards, public recognition and financial incentives), were the most influential factors in teacher motivation to engage in CPD. In line with this, a number of studies emphasised the importance of incentives and rewards in enhancing teacher motivation to engage in CPD (AFT, 2008; Shakir & Zamir, 2014; Yamoah, 2013). For example, having analysed the final report of TALIS (Teaching and Learning International Survey) (2013), Freeman, O'Malley, and Eveleigh (2014) reported that among the most common factors to which teachers in participant countries attributed their lack of engagement in CPD was the absence of incentives.

The focus group participants in this study expressed the view that despite the importance of tangible rewards in motivating teachers, intangible rewards are considered more important for them: in particular, social recognition. compatible with this finding, several studies have shown that recognition is essential and one of the basic needs of humans as confirmed by psychologists such as Herzberg and Maslow (McMillan et al., 2014; Yamoah, 2013). Troudi (2009) stated that teachers need to feel they are recognised and that their educational efforts are appreciated. Troudi (2009) also declared that although the role of teachers and their contributions are well recognised, teachers do not often receive sufficient recognition.

In spite of the important role that incentives play in relation to teacher motivation to engage in CPD, some studies (such as Lohman, 2005; McMillan et al., 2014) reported that they can negatively affect teacher intrinsic motivation. However, there seems to be an acceptance that intrinsic motivation can accompany extrinsic incentives if presented in proper ways which include the following;

• when extrinsic incentives aim to enhance the three psychological needs for humans: autonomy, competence and relatedness (Tranquillo & Stecker, 2016).

• when incentives support learning outcomes and goals,

• when incentives are offered as informative feedback to support motivation rather than in a controlling way,

• and when extrinsic incentives are linked to the quality of performance which can lead people to appreciate their efforts (Brophy, 2013; Isen & Reeve, 2005).

A.2. Educational policy factors

Data analysis confirmed the crucial role that educational policies play in influencing teacher motivation to engage in CPD. Similarly, a large body of research has affirmed the importance of educational policies in relation to teachers' professional development. Considering the importance of teacher CPD, governments are exerting considerable efforts to gain the benefit of CPD for developing teachers (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Hence, to achieve desired goals of CPD, educational policies are required to offer sufficiently support and provide opportunities for teachers to develop their knowledge and professional skills (David & Bwisa, 2013).

Studies reported that when educational policies provide inadequate support for CPD that offer teachers chances to improve themselves, teacher motivation to engage in such programmes can be diminished (David & Bwisa, 2013; Lohman, 2006). Furthermore, since it is noticed that new policies involved some stress on teachers as they were required to achieve challenging criteria and were regularly evaluated (Zhu, 2010), stakeholders should pay further attention to teachers motivation to engage in CPD.

B. School factors

Data analyses confirmed that school factors play an influential role with regard to teacher motivation to engage in CPD. Approximately 80% to 95% of participants reported that having less workload and adequate time during school hours, good relationships in school and sufficient support from leaders and colleagues were significant influences on their motivation to engage in CPD. Two main themes of school-related factors emerged: teacher workload and lack of time, and school relationships and support.

B.1. Teacher workload and lack of time

Analysis of data revealed that teachers perceived a heavy workload and having limited time inhibit their motivation for CPD. In line with these findings, a number of studies have reported that heavy workload and lack of time were critical inhibitors for teacher motivation in engaging in CPD (Berg & Chyung, 2008; Freeman et al., 2014;

Hustler, McNamara, Jarvis, Londra, & Campbell, 2003; McMillan et al., 2014; Adu & Okeke, 2014).

Thus, it has been suggested that to reduce the effects of workload and lack of time, it is important to enhance good relationships among school staff as this can contribute to building a culture of collaboration and to sustaining a supportive work environment (David & Bwisa, 2013).

B.2. School relationships and support

Data analysis showed that the climate of a school, characterised by good relationships with school leadership and peers and sufficient support, was found to be an influencing factor on teacher motivation to engage in CPD. Good relationships in school can be described as those where teachers are treated with respect, trust each other, and have a sense of community, as well as having school leaders who are encouraging, approachable and supportive (McMillan et al., 2014).

The literature emphasise the importance of school support and interpersonal relationships between school staff in relation to teacher motivation to engage in CPD (Kempen & Steyn, 2016; Poskitt, 2005). For example, McMillan et al. (2014) stated that positive relationships among school staff were found to be a strong factor in enhancing teacher motivation to engage in CPD. AFT (2008) stated that effective CPD need credible support from school administrators and colleagues, including offering opportunities to work jointly.

School leaders play an imperative role in building a positive school climate that takes into account CPD (Kempen & Steyn, 2016; Poskitt, 2005). Liu and Hallinger (2018) claimed that there is growing body of empirical evidence that school leadership that supports CPD is a significant factor in teachers' and students' development and learning. According to Zheng, Yin and Li (2018), the link between the school leadership and teacher CPD has been widely acknowledged.

C.   CPD programme factors

Data analysis revealed that the nature of CPD was strongly influential on teacher motivation to engage in such programmes. Two main themes can be gained from factors related to CPD in this study as follows.

C.1. Relevance

The majority of participants confirmed the significance of the relevance of CPD as a strong influence enhancing their motivation to engage in them. The focus group participants also emphasised that CPD that develop their teaching skills, practices, and enhance curriculum knowledge content can influence their motivation for engagement. The relevance of CPD refers to the degree of significance and relatedness of the content for participants (Bryson, 2013).

In this regard, many studies stress the importance of the relevance of CPD to teachers in order to meet the programme requirements. For example, Cordingley et al. (2015)

stated that all reviews showed that a fundamental element of effective CPD is the strong relevance of the content to teachers' needs and practices.

Regarding the influence of the relevance of CPD on teacher motivation, Karabenick and Conley (2011) declared that in order for CPD to enhance teacher motivation to engage in them, the content needs to be relevant and connected to teachers' learning and students' achievements. In contrast, irrelevant CPD were found as a barrier for teachers to engage in (Freeman et al., 2014; Wan & Lam, 2010).

C.2. Credibility

Data analyses showed about 97% of participants indicated that when facilitators of CPD are credible (qualified and able) to deliver and transform the programmes in an effective way, they will be highly motivated to engage in the programme. In addition, the way of delivering CPD was also found to be important for influencing teacher motivation to participate in CPD. A credible facilitator can be described as an expert in different areas including content knowledge, professional experiences, facilitation skills and expert knowledge in professional development processes (Cordingley et al., 2015).

Studies have stressed the importance of the CPD facilitators on the success of CPD (Cordingley et al., 2015; Darling-Hammond et al., 2009). For example, Cordingley et al. (2015) reported that facilitators of successful CPD were an influential factor on the outcomes of CPD. In addition, Hustler et al. (2003) found that teachers were reluctant to engage in CPD when they found facilitators were not of high quality. Finally, Wan and Lam (2010) argued that factors in relation to facilitators including the style of presentation of CPD should be considered a factor affecting teacher motivation to engage in the programmes.

D. Within-teachers factors

Data analysis showed that teacher-related factors played a significant role in motivating teacher participants to engage in CPD. A total of 21 influencing factors can boost teacher motivation for CPD. While these influential factors seem to be overlapping, they can be divided into two main themes. The first theme is personal factors which include satisfaction, confidence, personal goals and religion. The second theme is professional factors related to teaching competencies and students.

D.1. Personal factors

Analysis of data confirmed that personal factors have a strong influence on teacher motivation to engage in CPD. The majority of participants in the quantitative phase, also echoed by the qualitative phase, emphasised that teachers are highly motivated to engage in CPD to feel self-satisfied in their job, to be more confident as teachers and to achieve their personal goals, such as becoming life-long learners and having additional certificates and advanced positions. Similarly, studies have reported that personal factors were the major contributors to motivating teachers to engage in CPD (McMillan et al., 2014; Wan & Lam, 2010).

Among the personal factors, enhancing self-satisfaction and strengthening confidence were the most significant influences on teachers' motivation to engage in CPD. In line with this, studies have also acknowledged the relationship between teacher satisfaction and confidence and their motivation to engage in CPD. For example, Karabenick and Conley (2011) reported that teacher satisfaction was found to have a relationship with teacher motivation to engage in CPD. Additionally, Gorozidis and Papaioannou (2014) stated that highly motivated teachers tend to show strong confidence in their teaching and are more satisfied when engaging in CPD. Likewise, Karabenick and Conley (2011) stated that teachers who are positively affected by their job, such as the feeling of satisfaction, were more highly motivated to engage in CPD.

In addition, achieving teachers' personal goals was found to be influential in fostering teacher participants' motivation to engage in CPD. While personal goals can vary widely, data showed the most influential personal goals in teacher motivation regarding CPD were: becoming life-long learners, gaining additional certificates, including a teaching license, achieving particular personal goals and career progression. The important role of personal goals in enhancing the motivation for teachers in this study to engage in CPD was found to be in line with other studies. For example, McMillan et al. (2014) reported that personal factors, such as career progression, personal growth and achievement were the most influential motivation for teachers in engaging in CPD. Moreover, Karabenick and Conley (2011) reported that accomplishing personal matters was positively related to teacher motivation to engage in CPD.

Moreover, it has been widely acknowledged that having goals, personal or professional, plays a critical role in enhancing motivation. Hence, when teachers perceive that CPD will assist them in achieving their goals, they will be more likely to be motivated to engage in them. Jesus and Lens (2005) affirmed that having goals was considered to be the major variable in teacher motivation to engage in CPD. Conversely, when teachers believe that their goals are unattainable, they tend to experience negative consequences, such as a feeling of burnout (Jesus & Lens, 2005), which was found to be a detrimental factor diminishing teacher motivation to engage in CPD (Karabenick & Conley, 2011).

D.2. Professional factors

Analysis of data showed that some professional factors have a strong influence on teacher motivation to engage in CPD. The majority of participants emphasised that they were highly motivated to engage in CPD in order to enhance their teaching competencies and improve student achievement outcomes. Karabenick and Conley (2011) reported that reliable teachers who considered themselves responsible for their students' achievement and for the quality of their teaching were highly motivated to engage in CPD. Professional factors were divided into two types: teaching-related competencies and student-related factors.

D.2.1.Teaching-related competencies

Data analysis confirmed that professional factors involving teaching competencies play a significant role in enhancing teacher motivation to engage in CPD. These

factors comprise improving teaching skills, deepening understanding of the teaching profession, dealing with the difficulties related to the profession and taught subjects, and being a successful teacher. The focus group participants stressed that they were motivated to engage in CPD in order to improve their professional and teaching skills. Several studies report similar findings. For example, McMillan et al. (2014) found that among the highest factors influencing teacher motivation to engage in CPD was their desire to improve their knowledge and skills. In addition, a large study covering hundreds of schools throughout England conducted by Hustler et al. (2003) showed that teachers were motivated to spend the most time on CPD that explicitly related to improving their skills and increasing their subject knowledge.

Sogunro (2015) claimed that teachers as adults need to have a rational reason to be motivated to engage in CPD. Wlodkowski (2003) also stated that adult learners who are interested in what they are learning will be more motivated to engage in this learning. Therefore, CPD should be relevant to teachers to provide them with essential professional skills and activities that they can apply immediately. When CPD are irrelevant to teachers and do not improve their competencies, they will be less likely to engage in the programmes.

D.2.2. Student-related factors

Findings also revealed that teachers were motivated to engage in CPD due to factors related to their students' achievement. A high number of participants showed that they were highly motivated to engage in CPD in order to improve their students' learning, to deepen their understanding of how students learn better, and how to keep pace with them in the digital era. In line with this, Day (1999) and Penner (2000) stated that improving student achievement was found to be the main motivator for teachers to want to develop themselves more professionally. Similarly, recent studies showed that many teachers are motivated to improve themselves by engaging in CPD because they care about students' learning (Cave & Mulloy, 2010; Gorozidis & Papaioannou, 2014).

As mentioned previously, increasing student achievement outcomes is one of the main objectives of CPD; hence, teachers who are aware of their professional responsibility should be motivated to improve themselves in order to address this requirement. Darling-Hammond et al. (2009) argue that in order to enable students to achieve a high level of thinking and the skills necessary to be successful in the 21st century, there is a need for teachers to have necessary teaching skills and a high level of knowledge. Karabenick and Conley (2011) found that effective teachers who realise the requirements of their profession for taking care of their teaching skills and enhancing their students' achievement were highly motivated to engage in CPD.

Conceptual Framework

The study findings have led to developing a conceptual framework, illustrated in Figure 2., that provides insights into teacher motivation to engage in CPD. It is designed to help all stakeholders concerned with teacher professional development to comprehend a large number of highly influential factors that play significant roles in enhancing teacher motivation to engage in CPD. The framework also demonstrates that there is an overlap of influential factors on teacher motivation for CPD and,

therefore, it is important to take all factors together into consideration. In addition, the framework provides stakeholders with a broad view of the main categories of factors related to teacher motivation for CPD. This broad view can increase the understanding of how stakeholders can guarantee that teachers are motivated to engage in CPD. In fact, it has the potential to assist in the design and implementation of CPD in a way that ensures achieving the desired goals.
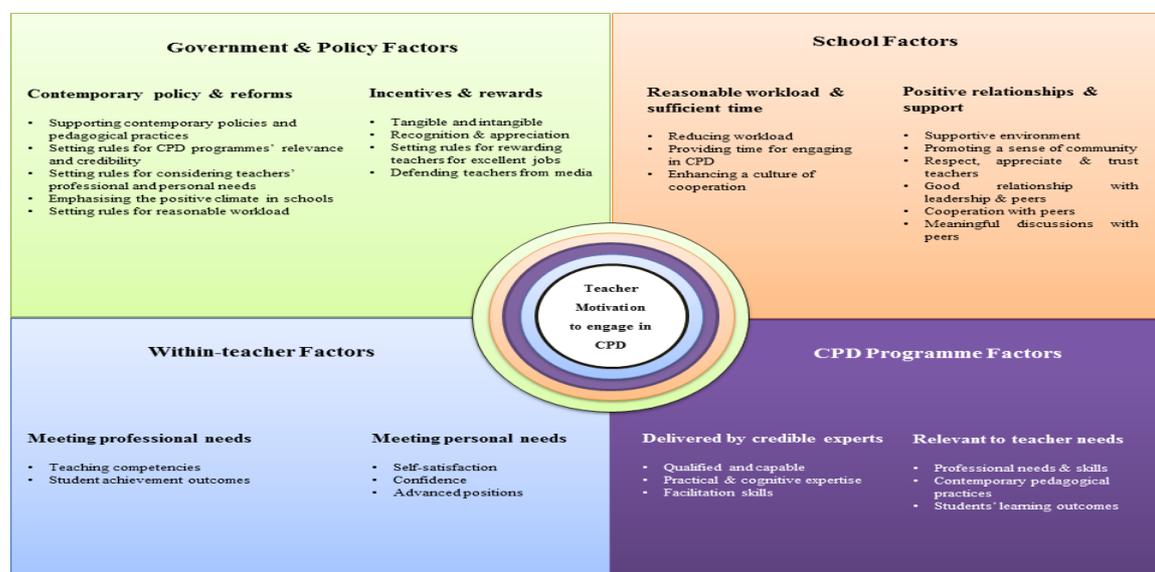

Figure 2: The conceptual framework for teacher motivation to engage in CPD

Government and policy factors

Through addressing the two main themes of this category regarding contemporary policy and reforms and incentives and rewards, policymakers can play an important role in enhancing teacher motivation to engage in CPD. Given that, policymakers should pay more consideration to contemporary policies and pedagogical practices that ensure teachers keep pace with the modern demands of the 21st century. Setting guidelines around different aspects of teaching and learning can assure enhancing teacher motivation to engage in CPD. These guidelines should support the design CPD that is relevant to teachers' needs and provided by facilitators who are experienced and credible. While not directly related to CPD policy, policymakers also need to consider establishing guidelines for teachers' workload in school so that they are reasonable. Findings from this study showed that when this is the case, teachers are more motivated and have more time to engage in CPD activities. In addition, policymakers should consider providing guidelines for schools in setting up a positive climate where collegial interactions among staff are encouraged and supported. Moreover, policymakers should consider guidelines to ensure that teachers' professional and personal needs are satisfied, whether in school or during CPD.

Furthermore, the framework provides a structure for policymakers to consider the importance of incentives and rewards in enhancing teacher motivation to engage in CPD. Recognising teachers' excellent performance and rewarding such efforts need to be taken into consideration by policymakers. Hence, policies rewarding and encouraging excellent teachers could be established at school level and the Ministry of Education as well. Additionally, as proof of appreciation and recognition of teacher

performance, policymakers need to take responsibility for defending teachers from the attacks of media.

School factors

The framework offers two main themes relevant to schools that can provide school leaders with guidelines in relation to teacher motivation and CPD. Leaders should pay attention to teacher workload and demands on their time to enable them to engage in CPD. Reducing teacher workload to a level deemed reasonable by teachers will provide teachers with sufficient time to engage in CPD. The framework also urges school leaders to enhance positive relationships among school staff so everyone feels respected and trusted and their work is appreciated. In addition, the framework encourages leaders to promote a sense of community that supports cooperation and enhances meaningful discussions with others. This community can help to overcome the negative outcomes of heavy workload and lack of time as factors that can inhibit teacher motivation to engage in CPD.

CPD programme factors

The framework shows the two main themes related to the CPD through which teacher motivation to engage in CPD will be enhanced. The framework asserts that facilitators have to ensure the quality of CPD and their relevance to teachers' professional needs, knowledge and skills. CPD need to provide teachers with contemporary pedagogical practices and address issues associated with students' learning and achievement. In addition, the framework shows the importance of CPD being relevant to teacher needs and skills and the need for them to be facilitated by credible experts who have expertise in a range of educational fields. Hence, the facilitator needs to be capable and qualified with regard to educational knowledge and practices. Additionally, the facilitator should have the skills to present and deliver the content of CPD in such a way as to assure CPD are effective.

Within teacher factors

Finally, the framework shows that teachers' personal and professional needs are important factors related to teacher motivation to engage in CPD. Hence, it is important for stakeholders, including policymakers, supervisors, principals and teacher leaders, to understand that meeting these needs is essential if teachers are to be motivated to engage in CPD. Stakeholders should assure meeting teachers' professional needs in relation to teaching skills and knowledge and student learning. Moreover, the framework encourages stakeholders to pay attention to satisfying teachers' personal needs as well. These needs include self-satisfaction and confidence which link to teachers' positive feelings and having an advanced position in their profession.

When stakeholders are aware of these four categories of factors and work to accomplish them, they will achieve several advantages apart from teachers being motivated and encouraged to engage in CPD. The advantages of addressing these factors include that the school environment will be warm, supportive and encouraging, teachers will feel satisfied with their jobs and then more likely to perform better, and CPD will be more efficient and effective.

Conclusion

In conclusion, the aim of this paper was to investigate the influential factors on teacher motivation to engage in CPD.

Finally, the last research question investigated what influences teacher motivation to engage in CPD programmes. Four main categories of influences, consisting of 49 factors, have been examined. They were organised under the major themes of policy and government factors, school factors, CPD programme factors and teacher factors. All these factors were found to influence teacher motivation to engage in CPD programmes. Through examining these categories, eight main themes emerged, divided into two main themes for each category.

Through this chapter, the main findings in relation to the research questions have been discussed in-depth to achieve the main objective of the study. The chapter has shown that the findings from this study align with several studies regarding teacher are motivation to engage in CPD programmes. Moreover, it has shown that different motivation theories can be applied to gain a better understanding regarding teacher motivation to engage in CPD programmes. In addition, it has been revealed that both types of CPD programmes, formal and informal, can be valuable and influence teacher motivation to engage in them if the programmes are relevant to teachers' needs. The chapter has also provided eight important themes related to the influential factors that enhance teacher motivation to engage in CPD programmes (Figure 1). These themes have been divided into the main categories of influential factors on teacher motivation to engage in CPD. These categories comprise government and policy factors, school factors, CPD programme factors and teacher factors. Finally, the chapter has revealed different aspects regarding teacher motivation to engage in CPD programmes that emphasise the gap of literature around this issue.

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