

EFL Teachers' Motivations for Continuous Professional Development (CPD)



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Abstract

The purpose of this study was to investigate a sample of EFL teachers' motivations to engage in continuous professional development. Moreover, the study attempted to shed light on the influence of gender, university degree, and work experience on EFL teachers' motivations in CPD. To this end, the current study focused on finding out factors that might encourage teachers to participate in professional development activities and investigating if teachers' level of education, gender, and teaching experience affect teachers' motivations. The participants were 41 EFL teachers working at various language schools in Kerman, Iran. The data were collected via an online survey comprising, which focused on EFL teachers' motivation. Both descriptive and inferential statistics were used to analyze the data. The results of this quantitative study indicated that English teachers have different motivational factors. Although several previous studies indicated that personal factors such as gender, university degree, and work experience affect teachers' motivations to engage in PD, in terms of gender or university level of education and teaching experience, this study showed no significant difference in EFL teachers' context. Foreign language education policymakers, curriculum developers, and syllabus designers are suggested to plan effective and durable PD activities.

انگیزه معلمان زبان انگلیسی برای توسعه حرفه ای مستمر

هدف از این مطالعه بررسی نمونه‌ای از انگیزه‌های معلمان زبان انگلیسی برای مشارکت در توسعه حرفه‌ای مستمر بود، همچنین، این مطالعه سعی داشت تأثیر جنسیت، مدرک دانشگاهی و تجربه کاری بر انگیزه‌های معلمان زبان انگلیسی در CPD را روشن کند. برای این منظور، مطالعه حاضر بر یافتن عواملی که ممکن است معلمان را تشویق به مشارکت در فعالیت‌های توسعه حرفه‌ای کند و بررسی اینکه آیا سطح تحصیلات، جنسیت و تجربه تدریس معلمان بر انگیزه‌های معلمان تأثیر می‌گذارد یا خیر، متمرکز شد. شرکت‌کنندگان 41 معلم مختلف در زبان EFL بودند. داده‌ها از طریق یک نظرسنجی آنلاین مشتمل بر انگیزه معلمان زبان انگلیسی جمع‌آوری شد و برای تجزیه و تحلیل داده‌ها از آمار توصیفی و استنباطی استفاده شد که نتایج این مطالعه کمی نشان داد که معلمان انگلیسی دارای عوامل انگیزشی هستند. اگرچه چندین مطالعه قبلی نشان داد که عوامل شخصی مانند جنسیت، دانشگاه مدرک تحصیلی و سابقه کار بر انگیزه معلمان برای مشارکت در PD، از نظر جنسیت یا سطح تحصیلات دانشگاهی و تجربه تدریس، تأثیر می‌گذارد، این مطالعه تفاوت معنی داری را در زمینه معلمان زبان انگلیسی نشان نداد. سیاست‌گذاران آموزش زبان خارجی، برنامه درسی، طراحان آزمایشگاه برای برنامه ریزی فعالیت‌های موثر و بادوام PD پیشنهاد شد.

واژگان کلیدی: توسعه حرفه ای مستمر، معلمان زبان انگلیسی، انگیزه های معلم

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Introduction

Over the past 40 years, theoretical conceptions on teacher learning and education have profoundly changed (Johnson, 2009; Freeman & Johnson, 1998; Lave & Wenger, 1991; Vygotsky & Cole, 1978). Moreover, the shift from a positivist position where the focus was on the method to a post-method era (Kumaravadivelu, 2001) where the activity of teaching is understood in its specific context and on its own terms has significantly influenced the language teaching field and teacher professional development. These led to new definitions of professional development. In other words, moving from an era of the craft mode in which teacher professionalization was viewed as observation and imitation of the trainer, receiving knowledge in the form of skills and strategies proven effective in another context to implement it in their classes, compared with what is now seen as a process of socializing teachers into the professional thinking and practices of their work communities (Johnson, 2009; Tsui, 2003; Richards, 2008; Lave & Wenger, 1991) has been a profound change. In other words, keeping teachers updated which have emerged as a critical concern of research in the field of language teacher education during the last few years has led numerous researchers, teachers, and institutions to look more closely at what is now called Continuing Professional Development (CPD).

Desimone, Smith, and Ueno (2006) reported that teachers' professional development is viewed as a necessary mechanism that can deepen teachers' content knowledge, enhance their teaching practices and thus facilitate the learning of the students. In other words, continuing professional development (CPD) means that language teachers need to keep updating their knowledge and skills continuously throughout their careers (Cirocki & Farrell, 2019). In the same vein, Richards and Farrell (2005) stated, everything around English teachers is changing; therefore, developing teachers professionally is absolutely necessary. They further emphasized that the professional development of teachers directly influences their teaching and the student's learning. Considering the significant role CPD plays in the teacher education field as well as its vital role in teachers' success and students' achievement, the issues and the underlying motives and constraints behind language teachers' professional development have been recently paid more attention to and investigated by experts and practitioners. Teachers' motivation for continuous professional development determines what attracts individuals to this process, and the extent to which they are interested in that (Sinclair, 2008). Teachers' motivation to learn is a basic condition for teacher learning and successful professional development (Shulman & Shulman 2009).

Professional development can contribute to the effectiveness of English teachers by providing different concepts, activities, and practices that are necessary to adequately address the heightened expectations for improving student learning outcomes and achievement (Fullan, 2007; Elmore, 2002). Therefore, this issue has been a topic of interest for many years. Most of the studies carried out on teachers' continuous professional development have focused on teachers' conceptions and the specific activities available to language teachers. For instance, there are several studies on the personal factors affecting teachers' perceptions of CPD (Gasket, 2003), action research (Edwards & Burns, 2016), and reflective practices of EFL teachers (Walsh & Mann, 2015). Moreover, the quality of CPD activities has been investigated by many researchers. (e.g., Borg, 2015; Kelchtermans, 2009; Timperley, Wilson, Barrar, & Fung, 2008; Richards & Farrel (2005).

Although some recent research concerning EFL teachers' motivational factors in continuous professional development engagement have been conducted, they witnessed some limitations and delimitations (e.g., Calleja 2018; Sprott 2019; Avidov-Ungar, 2018). In other words, some used a qualitative study while some employed a quantitative approach, most included a very small sample, some examined the factors that deterred teachers' PD while some focused on motivational factors etc. Considering the limited research available on teachers' continuous professional development beliefs, perceptions, preferences, constraints, and practice, and the growing emphasis on the importance of the context where English teachers work (Richards & Bohlke, 2011; Borg, 2015), there is a need to investigate English teachers' beliefs, perception, preferences, constraints, motivations, and practice. Although there have been some studies investigating different aspects of language teachers' professionalism within the Iranian context, most of which either used a qualitative approach or are based on library research using a small sample. Therefore, the main purpose of this study is to investigate a larger sample of Iranian EFL teachers' continuous professional development, motives, constraints, and barriers using a quantitative approach. In this sense, examining these concepts may help to evaluate the teachers' CPD status to plan and facilitate more efficient continuing professional development programs for Iranian EFL teachers.

The purpose of this investigation is to analyze the EFL teachers' motivations in continuous professional development, the relationship between EFL teachers' gender and their motivation, the relationship between EFL teachers' teaching experience and their motivation, and the relationship between EFL teachers' level of education and their motivation in continuous professional development were analyzed. To do this, the following research questions have been raised;

RQ1. What are EFL teachers' motivations for continuous professional development?

RQ2. *Is there a significant difference between male and female EFL teachers' motivation in continuous professional development?*

RQ3. *Is there a significant difference among EFL teachers' motivation in continuous professional development concerning their teaching experiences?*

RQ4. *Is there a significant difference among EFL teachers' motivation in continuous professional development concerning their level of education?*

Review of Literature

Zhang, Admiraal and Saab (2021) studied Chinese teachers' motivation to participate in continuous professional development considering the relationship with factors at the personal and school level. The present study investigated how factors at teachers' personal and school levels are related to their motivation to participate in professional learning activities. A questionnaire was completed by 472 Chinese teachers. Multivariate analysis revealed that several factors at the teacher level (teachers' prior experience with learning activities, teaching experience, self-efficacy, and conceptions of learning) and the school level (work and emotional pressure, colleague support and principal leadership) were related to their motivation to participate in professional learning. These findings are discussed in the context of the professional development of Chinese teachers.

Tran (2020) conducted a study on TPD in Vietnam. Teacher professional development (TPD) plays a vital role in enhancing student achievement and education quality improvement at general education schools. This qualitative case-study research aimed to find out the perceptions of principals and the teachers in three selected K12 schools on TPD in response to the education reforms implementation in Vietnam using the data from the open-ended interviews with the principals, the questionnaires from teachers, and the school policy-related documents. The importance of TPD related closely to the general education reforms implementation at three schools was highly perceived and highly appreciated by the principals and teachers in a similar vein. These made a strong link between their beliefs and TPD practices at their schools for promoting the education reforms. In the same year, Salehizadeh, Shabani, and Malmir (2020) studied the perceptions of Iranian English teachers of competence and performance in language teaching professionalism. Professionalism has been generally linked to nations' economic, industrial, and technological developments. The data were obtained through a researcher-made

questionnaire, initially consisting of 44 items. However, the final version contained 40 items since four problematic items were deleted. Structural equation modeling was used to develop a three-factor model which lends support to Richards' perspective (2010). The model found three factors, namely competence, performance, and techno-pedagogical competence that matched the components of professionalism proposed by Richards mostly in theoretical terms. The findings indicated that most of the participants endorsed Richards' perspective at least in theoretical terms.

Beigi Rizi, Barati, and Moinsadeh (2019) investigated the attitudes of Iranian EFL teachers toward EFL teacher education and the role of mentoring in Iran. In so doing, 235 EFL language teachers in public schools (PSs) from 108 cities and 30 EFL teacher educators in various branches of Farhangian University through using two close-ended questionnaires in relation to factors such as (i) employment of EFL teachers and teacher educators, (ii) in-service EFL teacher training programs, (iii) mentoring in EFL teacher education and (iv) the system of evaluation and feedback in Iranian teacher education. The study concluded none of the various ways of EFL teacher employment in Iran enjoys the standards of in-service developmental programs offered by the Ministry of Education. Similarly, the employees do not experience any mentoring scheme in their careers. Moreover, the respondents believed that even the in-service programs did not gain their objectives as they generally suffered from inefficient planning as well as ineffective tutors. The study, therefore, suggests that serious thoughts need to be put into EFL teacher education programs in the country and that effective mentoring and evaluation schemes have to include in them.

Teachers' participation in continuing professional development as well as their motivating factors and program effectiveness was investigated by Calleja (2018). This paper reports on the motivations of a small group of Maltese secondary school teachers of mathematics in joining a continuing professional development (CPD) program aiming to support them in Learning to Teach Mathematics through Inquiry (LTMI). This paper also explores teachers' understandings and their reported experiences of program effectiveness. Findings reveal intrinsic factors motivating teacher participation, namely: (1) teachers' will to develop knowledge about teaching; (2) their beliefs about the benefits of inquiry; and (3) their need to change classroom practice. Moreover, Mohammadi and Moradi (2017) examined EFL teachers' beliefs and attitudes toward CPD before and after attending workshops for professional development. The study examined 86 EFL teachers' attitudes toward CPD before and after attending workshops for professional development. The data were collected through a questionnaire and a follow-up interview. The findings demonstrate that beliefs about CPD can change. The results also revealed that the

participants perceived customized professional development programs with professional development framework as a beneficial tool to be included in the professional development programs.

Han and Yin (2016) attempted to pose a comprehensive review of teacher motivation studies conducted from diversified theoretical perspectives. Five research areas related to teacher motivation research have been identified teacher motivation; teacher motivation and teaching effectiveness; teacher motivation and student motivation; teacher motivation research across different disciplines; and the instruments for assessing teacher motivation. Besides, Hill (2015) investigated teacher participation and motivation in professional development. This study compared mathematics teachers' motivation to attend with ways of participating in order to determine how these influence a teacher's intent to change. It was found that certain aspects of motivation and participation do influence a teacher's intent to change. O'Sullivan et al., (2014) explored the perceptions and experiences of teachers who were engaged in continuing professional development (CPD). The current study, therefore, focuses on the motivating and inhibiting factors involved and examines these against Herzberg et al.'s 'two-factor theory of motivation. Motivation factors are considered at three levels: personal, school-related, and system-wide. A Teacher CPD Motivation Model has been devised, which privileges the personal motivators of achievement, growth, and advancement; promotes contingent factors such as interpersonal relations and school policy; and advocates a benevolent tangential factor of compulsory CPD.

Method

To address the research questions, a quantitative approach was employed. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, surveys, or by manipulating pre-existing statistical data using computational techniques. Employing simple random sampling, a sample of 41 language institute English teachers with an average teaching experience from one to fifteen years in fifty English language institutes of Kerman are recruited. To construct the research questions, the researcher took some teachers' background variables into account as teachers' gender, level of education and teaching experience. The research participants included both male (N:10, 24.4%) and female (N:31, 75.6%) teachers who were approximately between eighteen to fifty years of age. The participants graduated from different majors both relevant (e.g., TEFL, English

translation, English literature, and linguistics), and irrelevant to English language (e.g., engineering or medicine). Out of 41 participants in this study 16 (39%) and 22 (53%) have bachelor and master degrees respectively. Therefore, most of the participants can be classified as undergraduates and graduates.

A related questionnaire for Teachers' Motivation for Continuous Professional Development (CPDMQ) was used which is developed by the researcher after a comprehensive review of the related literature pertinent to CPD; ideas were also used from similar studies concerning teachers' continuous professional development in relation to its motivational factors (see Salehizadeh, Shabani, and Malmir, 2020; Sahragard & Saberi, 2018; Mohammadi & Moradi, 2017; Chang, et al., 2014). Moreover, a section in the questionnaires is designed to gather data on participants' demographic information, such as their gender, university major relevance, teaching experience, and level of education since these variables are addressed in the research questions and might cause a statistical difference in EFL teachers' continuous professional development. The questionnaire includes 27 items based on a five-point Likert scale varying from (1) "Strongly Disagree" to (5) "Strongly Agree". The questionnaire was translated into Persian, with back-translation. Upon completion of the translation and back-translation procedure, negligible inconsistencies were discussed and consequently revised. For a questionnaire to be regarded as acceptable, it must possess two very important qualities which are reliability and validity. The former measures the consistency of the questionnaire while the latter measures the degree to which the results from the questionnaire agree with the real world. To do so, Perhaps the most common measure of internal consistency used by researchers in psychology is a statistic called Cronbach's α which was computed for this questionnaire and at the last stage, a value of 0.75 indicated the instrument's good internal consistency. This instrument was validated under the supervision of several experts in the field of ELT.

As far as the study questionnaire, EFL teachers' motivation for continuous professional development are concerned, once the final version of the questionnaire was completed and validated, the items were transformed into an online survey. Then the researcher sent an E-mail or a message in WhatsApp to the sample EFL teachers explaining the purpose of the study and the survey link and kindly asked the teachers to send back the completed questionnaire in one week at most. The procedure of gathering data through the questionnaire took one and a half months. Finally, the data were tabulated and classified for further detailed statistical analyses. To answer this study's research questions, both descriptive such as a variable's mean, standard deviation, or

frequency, and inferential statistics were utilized. The data gathered through the questionnaire were analyzed quantitatively in SPSS. The inferential statistics (independent sample t-test and One-Way ANOVA) were conducted concerning the relationship between EFL teachers' CPD responses and their gender, teaching experience, and level of education factors.

Results and Discussion

1. What are EFL teachers' motivations for continuous professional development?

In order to answer the first research question, all 18 items of the TPDBQ are analyzed separately and then presented in a comparison figure.

Figure 1

TPDMQ, Item 1.

I do CPD activities since they can develop my teaching skills.

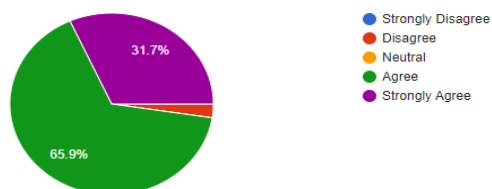


Figure 2

TPDMQ, Item 2.

I do CPD activities since I simply like learning.

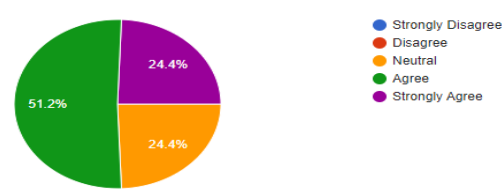


Figure 3

TPDMQ, Item 3.

CPD activities can help me keep up to date.

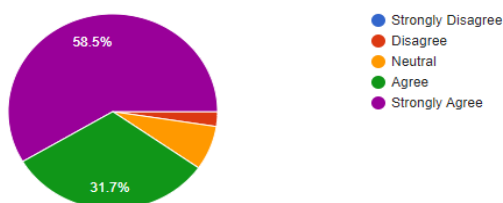
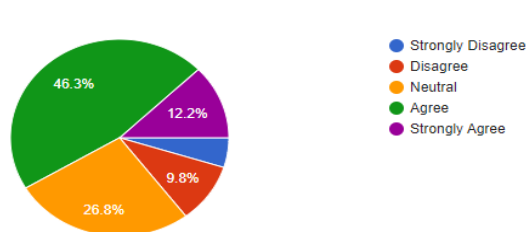


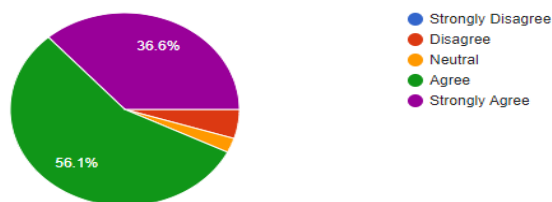
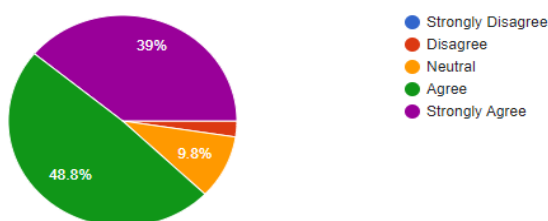
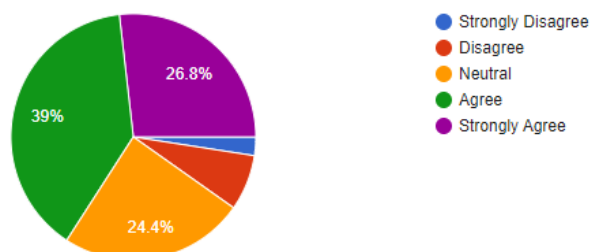
Figure 4

TPDMQ, Item 4.

I do CPD activities for pleasure.



As shown in Figures 1, 2, 3, and 4, containing the first 4 items on the motivation questionnaire, EFL teachers were asked about what would motivate or encourage them to pursue professional development in the second questionnaire containing 18 motivational factors and were given five choices ranging from strongly agree to strongly disagree. Accordingly, approximately 97%, 67%, 90%, and 73% of the participants consider (1) developing teaching skills, (2) learning, (3) keeping up to date, and (4) pleasure respectively as the factors which motivate them to peruse CPD activities.

Figure 5*TPDMQ, Item 5.***CPD activities can make me a successful teacher.****Figure 6***TPDMQ, Item 6.***CPD activities can boost my self-confidence and self-esteem.****Figure 7***TPDMQ, Item 7.***CPD activities can help me refresh my teaching energy.****Figure 8***TPDMQ, Item 8.***CPD activities enable me to contribute to education in my country.**

As shown in Figures 5, 6, 7, and 8, the degree of agreement of EFL teachers toward motivational factors namely (1) being a successful teacher, (2) boosting self-confidence and self-esteem, (3) refreshing teaching energy, and (4) contribution to the education in the country is investigated. Nearly 95% of the participants believe that they can be more successful teachers perusing continuous professional activities. Similarly, 93% of the participants think doing CPD activities can have a great impact on teachers' self-confidence and self-esteem. Approximately 87% and 66% of EFL teachers consider refreshing teaching energy and contribution to the education system of the country as motivational factors which encourage them to peruse PD activities.

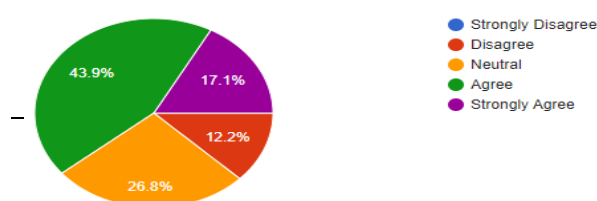
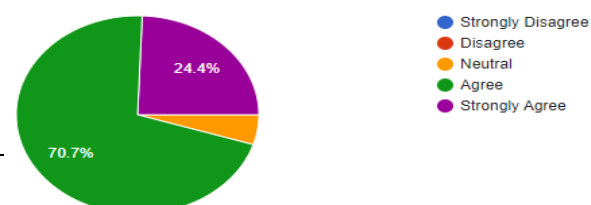
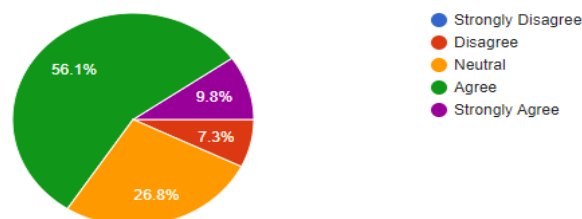
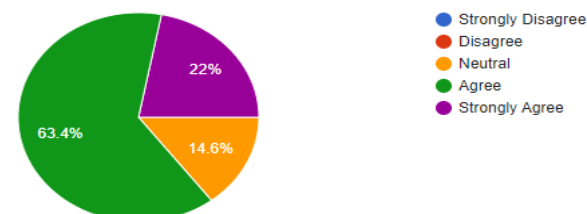
Figure 9*TPDMQ, Item 9.***CPD activities can prevent me from experiencing burnout.****Figure 10***TPDMQ, Item 10.***CPD can help me build a learning community.**

Figure 11*TPDMQ, Item 11.*

I can get a sense of others' approval by doing CPD activities.

**Figure 12***TPDMQ, Item 12.*

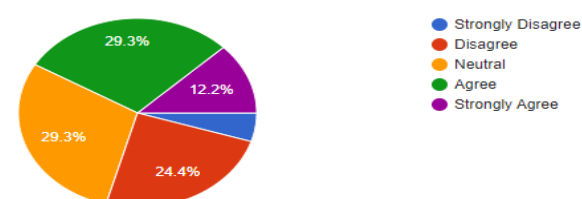
CPD can help me enhance students' motivation.



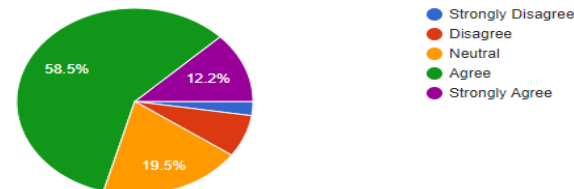
Items 9, 10, 11, and 12 present motivational factors namely (1) burnout prevention, (2) building a learning community, (3) getting a sense of others' approval, and (4) enhancing students' motivation are shown in this section. As can be seen in figures 9 and 10, 61% and 94% of the surveyed EFL teachers chose burnout prevention and building a learning community as reasons that would motivate them to pursue professional development activities. Moreover, 67% and 85% of the EFL teachers believe getting a sense of others' approval and enhancing students' motivation can motivate them to peruse CPD.

Figure 13*TPDMQ, Item 13.*

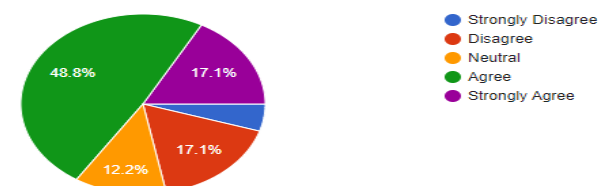
I do CPD activities so I can obtain certificates.

**Figure 14.***TPDMQ, Item 14.*

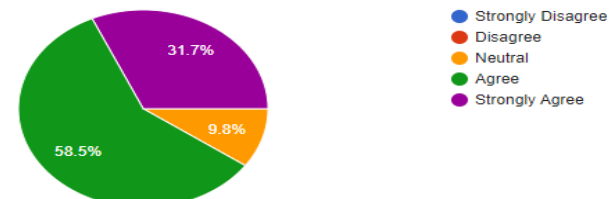
CPD can offer me promotion prospects..

**Figure 15***TPDMQ, Item 15.*

CPD can help me be paid more.

**Figure 16***TPDMQ, Item 16.*

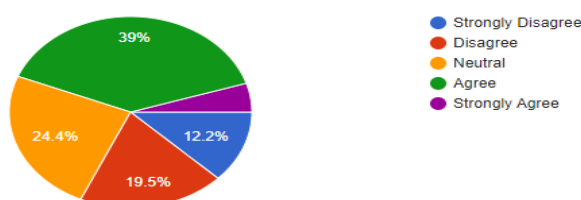
CPD can help me enhance students' achievement.



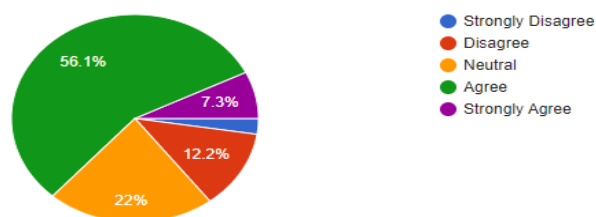
The next four motivational items focus on (1) obtaining certificates, (2) promotional opportunities, (3) being more paid, and (4) students' achievement enhancement. As can be observed in figure 13 earning a certificate as a motivational reason to peruse CPD accounts for nearly 41% of respondents while 70% of EFL teachers relate promotional opportunities to CPD as can be seen in figure 14. Concerning items 15 and 16, as shown in figures 15 and 16 being paid more and students' achievement enhancement are chosen by nearly 65% and 90% of the surveyed EFL teachers.

Figure 17*TPDMQ, Item 17.*

CPD activities are requirements from my school.

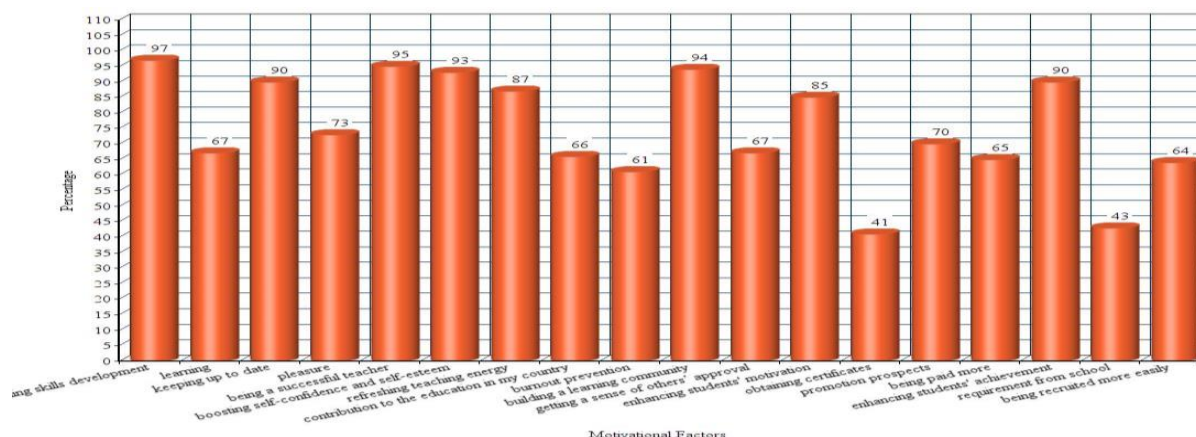
**Figure 18***TPDMQ, Item 18.*

CPD can help me be recruited more easily.



The last two items in the continuous professional development motivation questionnaire are (1) CPD activities are a requirement from my school and (2) CPD can help me be recruited more easily. Figures 17 and 18 which deal with teachers' responses concerning these two items reveal that around 43% of the participants believe CPD is not mandatory in schools or institutes they teach while just under 64% associate being recruited more easily with CPD.

The following bar chart demonstrates EFL teachers' motivational factors percentage.

Figure 19*EFL Teachers' Agreement Responses about CPD Motivational Factors*

The data in figure 19. shows 18 different factors which might affect EFL teachers' motivation to peruse continuous professional development. As can be seen, 90% and 97% of the surveyed teachers' responses show that they think 6 factors namely teaching skills development, keeping up to date, being a successful teacher, boosting self-confidence, building a learning community, and student achievement enhancement are the main factors which encourage them to do CPD. On the other hand, 2 factors namely obtaining a certificate as well as the obligatory nature of CPD are favored by almost 40% of the participants. Learning, pleasure, refreshing teaching energy, burnout prevention, contributing the education in the country, getting a sense of others' approval, enhancing students' motivation, promotion prospects, being paid more, and being recruited more easily are the last 9 factors that 87% to 61% of the EFL teachers find encouraging to peruse CPD.

2. Is there a significant difference between male and female EFL teachers' motivation in continuous professional development?

As demonstrated in Table 1, forty-one participants were employed among which 11 (24.4%) and 30 (75.6%) were male and female EFL teachers respectively. To answer the second research question and determine if there is a significant difference between male and female EFL teachers' motivation in their CPD a t-test, as can be seen in table 4.27, was conducted.

Table 1

Motivation and Gender Group Statistics

Group Statistics					
	Sex	N	Mean	Std. Deviation	Std. Error Mean
Motivation3	1	11	65.36	6.757	2.037
	2	30	71.70	7.245	1.323

Table 2

Difference Between Male and Female EFL Teachers Concerning CPD Motivation

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

	F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					One-Sided p	Two-Sided p			Lower	Upper
Motivation 3										
Equal variance s assumed	.052	.820	-2.52	39	.008	.016	-6.33	2.51	-11.41	-1.25
Equal variance s not assumed			-2.60	19.04	.009	.017	-6.33	2.42	-11.42	-1.25

Independent Samples Effect Sizes

	Standardizer ^a	Point Estimate	95% Confidence Interval	
			Lower	Upper
Motivation 3	Cohen's d	7.123	-1.603	-.166
	Hedges' correction	7.264	-1.572	-.163
	Glass's delta	7.245	-1.594	-.141

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

As illustrated in Table 2, an independent-sample t-test was conducted to compare male and female EFL teachers' motivations for continuous professional development. There was a significant difference in the scores for male EFL teachers ($M= 65.36$, $SD= 6.757$) and female EFL teachers ($M= 71.70$, $SD= 7.245$); $t(39) = (-2.52)$, $p = .016$. These results suggest that there is a significant difference between male and female EFL teachers' motivation in their continuous professional development.

3. Is there a significant difference among EFL teachers' motivation in continuous professional development concerning their teaching experiences?

To answer the third research question, the 41 EFL participants were grouped into 3 categories based on their work experience namely (1) 1-3 years of experience, (2) 4-7 years of experience, and (3) 7-10 years of teaching experience (see table 4.30). Therefore, 19 ($M=70.05$, $SD=7.502$),

11 ($M=68$, $SD=5.273$), 11 ($M=71.91$, $SD=9.628$) EFL teachers (46.4%), (26.8), and (26.8) were classified into these 3 groups respectively.

Table 3*Motivations and Teaching Experience Statistics*

Motivation								
N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
1	19	70.05	7.502	1.721	66.44	73.67	51	90
2	11	68.00	5.273	1.590	64.46	71.54	61	77
3	11	71.91	9.628	2.903	65.44	78.38	55	86
Total	41	70.00	7.586	1.185	67.61	72.39	51	90

Table 4*The Difference Between EFL Teachers' Experience Concerning CPD Motivations*

ANOVA					
Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	84.144	2	42.072	.721	.493
Within Groups	2217.856	38	58.365		
Total	2302.000	40			
ANOVA Effect Sizes^b					
Motivation		Point Estimate	95% Confidence Interval		
	Eta-squared	.037	.000	.170	
	Epsilon-squared	-.014	-.053	.126	
	Omega-squared Fixed-effect	-.014	-.051	.124	
	Omega-squared Random-effect	-.007	-.025	.066	
a. Eta-squared and Epsilon-squared are estimated based on the fixed-effect model.					
b. Negative but less biased estimates are retained, not rounded to zero.					

Table 5*Multiple Comparisons Between EFL Teachers' Experience Concerning CPD Motivations*

Post Hoc Tests	
Multiple Comparisons	
Dependent Variable: Motivation	
Scheffe	

(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	2.053	2.894	.779	-5.32	9.43
	3	-1.856	2.894	.815	-9.23	5.52
2	1	-2.053	2.894	.779	-9.43	5.32
	3	-3.909	3.258	.493	-12.21	4.39
3	1	1.856	2.894	.815	-5.52	9.23
	2	3.909	3.258	.493	-4.39	12.21

Table 6

Homogeneous subsets table / EFL Teachers' Experience Concerning CPD Motivations

Homogeneous Subsets		
Motivation		
Scheffe ^{a,b}		
Experience	N	Subset for alpha = 0.05
		1
2	11	68.00
1	19	70.05
3	11	71.91
Sig.		.441
Means for groups in homogeneous subsets are displayed.		
a. Uses Harmonic Mean Sample Size = 12.796.		
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.		

Furthermore, a One-way ANOVA was conducted to find out if there are statistically significant differences in scores among the EFL teachers in three different work experience groups (i.e., Group 1: 1-3 years of experience, Group 2: 4-7 years of experience, and Group 3: 7-10 years of experience (See Table 4.31). The findings revealed that there was no statistically significant difference in mean exam scores among the groups ($F = 0.721$, $p = .493$). Therefore, the results indicate that there is no significant difference between the work experience of EFL teachers and their motivations for continuous professional development.

4. Is there a significant difference among EFL teachers' motivation in continuous professional development concerning their level of education?

The EFL teachers' levels of education which range from bachelor's degree to Ph.D. were displayed in table 7. Out of 41 participants in this study, 16 (39%) and 22 (53%) have bachelor's and master's degrees respectively. On the other hand, only 3 (7.3%) EFL teachers are Ph.D. graduates and they were included in the master's group. Therefore, the EFL teachers in this study were classified as bachelor and master graduates.

Table 7

Motivation and Levels of Education Group Statistics

Group Statistics					
	Degree	N	Mean	Std. Deviation	Std. Error Mean
Motivation	1	16	70.13	5.500	1.375
2	2	25	69.92	8.775	1.755

To provide an answer to the fourth research question and determine if there is a significant difference between the motivations of EFL teachers who have bachelor's degrees and those with master's degrees in professional development a t-test was performed (see tables 7 & 8). In other words, an independent-sample t-test was conducted to see if there is a significant difference between EFL teachers' university degrees concerning their motivations for CPD. The findings suggest that there was no significant difference in the scores for EFL teachers who have bachelor's degrees ($M = 70.13$, $SD = 5.500$) and those with master's degrees ($M = 69.92$, $SD = 8.775$); $t(39) = .083$, $p = .934$. Therefore, it is indicated that there is not a significant difference between the motivations of EFL teachers who have bachelor's and master's degrees in their continuous professional development.

Table 8

The Difference Between Teachers' Levels of Education Concerning CPD Motivation

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Significance	Difference Mean	Std. Error	95% Confidence Interval of the Difference

						One- Sided p	Two- Sided p					Lower	Upper
Motivation2	Equal variances assumed	1.64	.207	.083	39	.467	.934	.205	2.459	-4.770	5.180		
	Equal variances not assumed			.092	38.99	.464	.927	.205	2.229	-4.304	4.714		

Independent Samples Effect Sizes

		Standardizer ^a	Point Estimate	95% Confidence Interval	
				Lower	Upper
Motivation 2	Cohen's d	7.682	.027	-.601	.654
	Hedges' correction	7.834	.026	-.589	.641
	Glass's delta	8.775	.023	-.604	.651

a. The denominator used in estimating the effect sizes.

Cohen's d uses the pooled standard deviation.

Hedges' correction uses the pooled standard deviation, plus a correction factor.

Glass's delta uses the sample standard deviation of the control group.

Discussion and Conclusion

The first question aimed to address and describe factors that might affect teachers' motivation to engage in PD activities. As the results revealed, the 41 participants' degree of agreement with the 18 motivational factors, encouraged them to participate and pursue CPD is illustrated. The factors namely teaching skills development, being a successful teacher, building a learning community, boosting their self-confidence, enhancing students' achievement, keeping up to date, refreshing teaching energy, and enhancing students' motivation are the most agreed factors from high to low ranging from 97% to 85%. In line with previous research e.g., Chinese teachers' motivation to participate in continuous professional development by Zhang et al., (2021), factors at personal, school (work and emotional pressure, colleague support, and principal leadership), and system levels affect teachers' motivation to engage in PD. To address the second research question and determine if there is a significant difference between male and female EFL teachers' motivations to engage in CPD independent T-test was conducted. The results concerning the motivation part suggest that there was a significant difference in the scores for male EFL teachers ($M = 65.36$, $SD = 6.757$) and female EFL teachers ($M = 71.70$, $SD = 7.245$); $t(39) = (-2.52)$, $p = .016$. Therefore, male and female EFL teachers' motivations to engage in PD seem to be different. A similar point

is made by Goh (2012) who found that independent variables such as gender and teacher education did not influence the level of knowledge and the level of satisfaction of teachers with in-service training conducted in schools.

Considering the third research question on analyzing the possible differences in scores among the EFL teachers' motivations, a One-way ANOVA was conducted and findings revealed that there was no statistically significant difference in mean exam score among the groups ($F= 0.721$, $p= .493$). Therefore, the results indicate that there is no significant difference between the work experience of EFL teachers and their motivations for continuous professional development. The findings in this section are not in line with that of Zhang et al., (2021) who studied Chinese teachers' motivation to participate in continuous professional development considering the relationship with factors at the personal and school level. That study investigated how factors at teachers' personal and school levels are related to their motivation to participate in professional learning activities and found that several factors at the teacher level and the school level were related to their motivation to participate in professional learning. However, Güçlü (2018) investigated Turkish EFL teachers' perceptions towards continuing professional development activities whose research findings regarding intrinsic and extrinsic motivation for CPDs show that there is not any statistically significant difference among the EFL teachers in different experience groups. Therefore, teachers' motivation to engage in CPD was not affected by the experience group differences. Investigating the fourth research question, if there is a difference between EFL teachers' motivation and their level of education, a t-test was performed and the findings regarding the EFL teachers' motivation reveal that there was not a significant difference in the scores for EFL teachers who have bachelor's degree ($M= 70.13$, $SD= 5.500$) and those with master's degree ($M=69.92$, $SD= 8.775$); $t(39) = .083$, $p = .934$. A similar point is made by Goh (2012) who found that teacher education did not influence the level of knowledge and the level of satisfaction of teachers with in-service training conducted in schools. The findings of this study regarding teaching experience are in line with Güçlü's (2018) investigation which shows EFL teachers with different university degrees did not differ significantly regarding their motivation.

As individuals proceed to get a further degree, they naturally engage in more activities. Teachers go through certain stages during their professional lives: pre-service, induction, competency building, enthusiasm and growth, career frustration, career stability, career wind-down, and career exit (Fessler & Christensen, 1992) or starting, newly qualified, developing,

proficient, advanced and specialist (Davidson et al., 2012). All in all, EFL teachers' motivation to participate in professional learning is a significant factor in the effectiveness of CPD programs. As Ryan and Deci (2002) stated, motivation to participate in learning can be approached as a multidimensional construct, implying that individuals may have multiple reasons for engaging in certain behavior. In the case of participating in learning activities, a teacher may work with teaching experts to improve their teaching quality with pleasure and enjoyment derived from the partnership. Some teachers peruse PD due to their intrinsic motivation, which is deemed the most self-determined type of motivation. In contrast, extrinsic motivation refers to behaviors that are exhibited in order to attain material incentives, recognition, or rewards, or to avoid punishment.

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