

Continuous Professional Development and Self-Determination Theory: An Exploratory Study of Pakistani TEFLers' Learning Motivation

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Abstract

Continuous Professional Development (CPD) for teachers is an active process effectively influencing their external behavior as well as their internal state of mind. Teachers participate in CPD programs either officially (with extrinsic motivation) or voluntarily (with intrinsic motivation) and their enthusiasm directly impacts the success of their activities. The more motivated the teachers are about their CPD activities, the higher are the chances to achieve their goals of personal and professional growth (Yang, 2021). On this background, the present paper explores Pakistani TEFLers' motivation to CPD program using the theoretical framework of self-determination theory (SDT). For this purpose, data from 320 Master of Arts (MA) in Teaching of English as a Foreign Language (TEFL) program participants were collected through a purposively created survey questionnaire. These participants were otherwise English language teachers in their respective schools, colleges and universities and were pursuing their MA TEFL as an additional CPD program. The findings of the study showed that intrinsic motivation is a main factor for Pakistani TEFLers to participate in MA TEFL as a CPD program. The exploratory factor analysis (EFA) specifically showed that inner-directed academic improvement is the major motivation for Pakistani TEFLers to complete this program. The study has implications for CPD planning for English language teachers at provincial and federal levels in addition to highlighting need for further studies on teachers' basic psychological support and qualitative aspects on CPD in the Pakistani context.

Keywords: Continuous professional development, motivation, MA TEFL, Pakistani TEFLers, self-determination theory

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1. Introduction, Research Context and Historical Background

Continuous Professional Development (CPD) is an important aspect of teachers' professional life wherein it is a dynamic and lifelong process of improvement and growth. According to Day and Sachs, CPD is 'a term used to describe all the activities in which teachers engage during the course of a career which are designed to enhance their work (2004, p. 3). CPD programs may vary in their types, contents and formats, ranging from short courses such as training workshops, seminars, refreshers, conferences to professional degree programs and certifications. The major purpose of CPD related programs is always to uphold and enhance educational quality thus leading towards improving student learning and teaching practices (Anđić, 2020; Caena, 2011; Guskey, 2003; Kennedy, 2016; Yang, 2021, among others). CPD programs are considered very important for improving teaching quality and achieving national educational objectives. All governments have policies for improving their educational systems and teaching quality and create CPD programs for teachers at school, college and university levels. Policies are also created to trigger motivation for teachers to participate in CPD activities.

In CPD programs, teachers' motivation is the most important element in achieving and sustaining the objectives of the programs. According to Dörnyei (2001a), motivation is basically 'why people decide to do what they do, how long they are willing to sustain the activity and how hard they are going to pursue it' (p. 7). Guskey (2002) considers motivation as the most important factor and highlights to know and focus on 'what motivated teachers to engage in professional development' (p. 382). Previous research (e.g., Ryan & Deci, 2000a, b; Pelletier et al., 2002; Pishghadam et al., 2021; Guskey, 2002) on motivation shows that intrinsically motivated teachers achieve and sustain CPD opportunities and accomplish a great level of teaching and learning. Teachers are to start up a CPD activity and complete it for their own growth as well as for their students. CPD programs are not only related to improvement in their own teaching but are also important for their teaching quality and for achieving their students' autonomy and enhancement in students' intrinsic motivation. CPD activities are, therefore, very significant as updated teachers can make a big difference in their teaching and learning. These studies have shown that effective CPD activities and programs lead to improving teachers teaching pedagogy research in English language teaching and learning. Studies such Tittle

(2006) and Boyd et al. (2003) have explored the role of motivation in attracting and sustaining their engagement in CPD activities. Motivation is directly related to teachers' achievements and subsequent follow-up of their learning skills and improving their pedagogical performance. Thus, CPD activities based on strong motivation are expected to have enduring benefits and desirable consequences for optimal learning and promote strong autonomous learning among students and integrate new practices and skills in teaching and learning.

In Pakistan, the Higher Education Commission (HEC) creates and manages various CPD opportunities for university faculty. The provincial Higher Education Departments (HEDs) are responsible for creating CPD opportunities for college teachers. At divisional level, various types of Regional Institute of Teacher Education (RITE) and Provincial Institute of Teacher Education (PITE) cater for refresher courses, promotional cadres and other types of CPD programs. At individual level, educational institutes also offer CPD activities for their teacher development periodically. For English language teachers, the Learning Innovation Division (LID) at HEC frequently offers various CPD programs inviting faculty from universities and colleges. LID's English Language Teaching Reforms (ELTR) project completed its four phases since 2004 training hundreds of English teaching faculty from universities and colleges across the country through various CPD activities (HEC, 2023).

Offered by Allama Iqbal Open University (AIOU), Master of Arts (MA) in Teaching of English as a Foreign Language (TEFL) is the oldest professional degree for English language teachers in Pakistan. Started in 1990s with the support of British Council, it is the flagship program of the Department of English Language and Applied Linguistics at AIOU which has been considered very prestigious in the last three decades and thousands of English teachers have completed this as a professional qualification. The degree program is comprised of two years comprising of TEFL related coursework and a research thesis completed at the end of the program (AIOU, 2023). The degree program became more popular when the Public Service Commission notified this professional degree as a bridge to improve low-grade (third division) in traditional MA English and upgraded such degrees eligible for the post of English lecturers. For many years this was the only professional degree program for English language teachers in the

country and still is one of the popular professional degree programs offered by AIOU.

We considered this MA TEFL program for the present study for two reasons; firstly, there is no research work done to explore the motivation level of MA TEFL students (henceforth TEFLers), and, secondly, most of the teachers enter this program after joining their teaching profession. In this case, they already hold their first degree, and they pursue their MA TEFL as a CPD program exhibiting a high level of commitment to their personal and professional growth. In most cases, participants bear their expenditure by themselves as no institutional support is offered. Thus, it is important to explore the motivation level of Pakistani TEFLers towards their favorite CPD program and document it for the research community.

The present is an exploratory study which intends to explore the motivation and self-determination of Pakistani TEFLers to provide insights into their CPD motivational dimensions and investigate the self-supported professional learning opportunities. The study is to provide insights specifically regarding those CPD programs where no funding opportunities are provided and, in most cases, there is no official support given to the participants. We are going to undertake these two questions specifically:

1.1 Research Questions

1. What are the main motivations for Pakistani TEFLers to undertake MA TEFL degree program?
2. To what extent Pakistani TEFLers are extrinsically or/and intrinsically motivated to pursue their CPD programs?

2. Literature Review

2.1 Theoretical Perspectives of Teachers' Motivation

Motivation has a great role in teacher education and is directly related to quality education (Sinclair, 2008). For research purposes, teacher motivation could be divided into various subfields – motivation for CPD, motivation for teaching, and motivation for research. In terms of service, motivation studies could be divided into pre-service and in-service teacher motivation (Yang, 2021). The present study is going to explore motivation of Pakistani TEFLers in terms of their in-service CPD program.

Teacher education research studies are dealt under the social-cognitive theories of motivation including mainly achievement-goal theory, expectancy-value theory, and self-determination theory (Yang, 2021). In expectancy-value theory, expectation is at the core of individuals' motivation to complete a professional development opportunity. According to Wakefield and Eccles (2000), the value and the nature of a CPD motivation is determined by the expectations of the participants from the activity. According to achievement-goal theory, individuals' achievement goals from a CPD program depend on their characteristics and abilities (Senko et al., 2011). Both expectancy-value theory and achievement-goal theory have been applied to determine teachers' motivation specifically among pre-service teachers and considering the psychological and motivational factors impacting their decision-making regarding their teaching career and related CPD programs.

Self-Determination Theory (SDT) is another classical theory that has been applied to investigate and interpret teachers' motivation studies. According to SDT, extrinsic motivation, intrinsic motivation and amotivation are three main categories of teachers' motivation. Howard et al. (2017), Han and Yin (2016) and Roth et al. (2007) have identified and confirmed these three types of teachers' motivation regarding their CPD activities and through empirical studies. Intrinsic motivation is a positive potential of human nature because of essential interest and satisfaction in activities carried out for humans' own sake and without any external factor. Extrinsic motivation, on the other hand, is a behavior or efforts for external incentives or rewards such as economic struggle fame pursuit, and physical attraction etc. Extrinsic motivation has four subtypes: external regulation (behavior/action to satisfy an external pressure), interjected regulation (behavior/action taken because of self-imposed pressure due to an external element), identified regulation (recognition and value for an action) and integrated regulation (efforts to full assimilate in a situation). Amotivation is the situation when individual lacks the intention to participate in an activity (Yang, 2021).

According to SDT, these three types of motivations are positioned on a continuum of self-determination. The highest self-determined kind of motivation (it is always intrinsic motivation) is placed at one end, and the least self-determined type of motivation (amotivation or lacking

motivation) at the other. SDT further explains control-to-autonomous continuum describing the degree and level of external regulation as internalized by individuals (Gagne & Deci, 2005). The external regulation in this continuum is an example of externally influenced motivation which is always controlled by some outside pressure. Intrinsic motivation, on the other hand, is considered as autonomous or self-regulated motivation. Other regulations such as introjected, identified, and integrated may vary in degree to which they are between autonomous versus controlled (Deci & Ryan, 2008a).

According to Ryan and Deci (2020), there are many advantages of intrinsic motivation or autonomous motivation. For example, the more an individual values an activity, internalizes and integrates its importance, the more likely the person is to be autonomously motivated. Taylor et al. (2014) showed with empirical data that intrinsic motivation is always related with higher performance. Similarly, Froiland and Worrell (2016) explored in their study on diverse high school settings and concluded that intrinsic motivation positively predicts student engagement and thus higher student achievement. Hein et al. (2012) found that there is always a robust connection between teachers' autonomous motivation and their creative teaching style involving students effectively and creating their classroom more student-centered.

SDT also distinguishes among three innate psychological needs of human beings: autonomy, competence, and relatedness. Autonomy refers to individuals' need for feeling of being in charge of their decision-making and having the sense of ownership in their actions. When people have autonomy, they are more self-motivated and have increased level of their intrinsic motivation. Competence means individuals' need for being capable and effective in their actions. It is more related to sense of mastery, feeling of being successful and growing. When people feel competence, they are more likely to engage in challenging tasks and create new opportunities. Relatedness concerns individuals' need for sense of belonging and feeling of being connected to others and are in meaningful relationship. When people feel relatedness, they are more cooperative and social in their public dealings (Ryan & Deci, 2008, 2020). SDT focuses on individuals' perceptions of context as fundamental psychological needs are the key to success in healthy development. According to SDT, when

individuals' all three needs are satisfied, they are more likely to be engaged, satisfied and self-motivated. They would perceive their behavior is internally initiated, self-controlled and regulated, achieving better results and psychological well-being (Ryan & Deci, 2000b). Research has shown that when these needs are supported, individuals will be more productive, creative, innovative and experience greater job-satisfaction. As part of positive psychology, this kind of well-being leads to people's actualization of potentials and successful social development (Dewaele et al., 2019; Daci & Ryan, 2008; MacIntyre et al., 2019; Reeve, 2012; Wang et al., 2021). Reeve (2012) shows a significant connection between teachers' support for their students' autonomy, relatedness and competence, and students' successful learning. Furthermore, when students have a sense of these three elements in their academic tasks, they are more likely to have a deeper understanding of content material, be intrinsically motivated, and give better results.

SDT is a broad theoretical framework highlighting human psychological feelings and the factors that facilitate or undermine intrinsic motivation, autonomous extrinsic motivation and psychological wellness and these factors are directly related to educational settings and goals (Ryan & Deci 2020). Based on these features and their relevance in motivation studies, we have considered SDT as the theoretical framework for the study in order to explore Pakistani TEFLers' CPD and their motivational dimensions.

2.2 Research on Teachers' CPD Motivation

Teaching quality is directly related to the education system. According to Simon Borg (2018), 'enhancing teacher quality is key to improving the quality of an educational system more generally' (p. 1). Similarly, teachers' participation in CPD activities is part of quality assurance in teaching as in service CPD opportunities are linked with teachers' personal and professional identity and growth creating positive changes in them and leading them towards autonomous learning and successful contribution (Derakhshan et al. 2020a, b).

CPD not only improves but also empowers academics in acquiring new pedagogical skills and motivates them to implement new ideas and instructional goals with the results promoting students learning outcomes as well as their own professional development. Studies on CPD programs have

shown mixed evidence of effectiveness in teaching and learning (Lawless & Pellegrino, 2007; Guskey & Yoon, 2009; Gegenfurtner, 2011; Opfer & Pedder, 2011, among others). According to Osman and Warner (2020) inconsistencies leading to difference in the results of CPD lies in the specific individuals' academic contexts and idiosyncratic approaches towards their academic goals as well as their work setting. Kennedy (2016) found out that teachers differ in implementation and their learning goals of CPD program mainly because of their internal and external factors.

Various studies on professional development show that a crucial internal factor responsible for the failure of CPD programs is the neglect of teachers' motivation behind their CPD activities (Guskey, 1986; Kennedy, 2016; Opfer & Pedder, 2011). Teachers' motivation studies have realized the complexity of the situation and have investigated the factors behind teachers' motivation regarding their engagement in professional development in an effective and meaningful way. Ng (2010) and McMillan et al. (2016) have also emphasized the importance of teachers' motivation studies and CPD activities. According to Wal et al. (2014), schoolteachers with better autonomous profiles are more involved in their CPD activities because they value and enjoy their professional development and they are conscious of the significance of the programs. Studies have demonstrated a positive link between higher intrinsic motivation and teachers' intention to engage in their CPD activities. Stable intrinsic motivation can work more effectively as an ideal support for teachers' high level professional development and can lead towards integrating personal and professional development because of their intrinsic motivation and intrinsic values (Goroizidis & Papaioannou, 2016).

Studies have further shown that teachers' motivation contributes directly to the success of their CPD activities. When they approach their CPD activities with intrinsic autonomous motivation, their CPD programs are more successful. They set realistic and meaningful goals, have a very positive attitude towards their program objectives, seek collaboration and provide support, engage in reflection and action, and maintain a long-term engagement in their CPD programs (Deci & Ryan, 2008; Guskey, 2000).

Considering the above brief review, we decided to explore English teachers' motivation particularly in the realm of their MA TEFL as a CPD program

and focusing on exploring their motivation in completing their CPD activities as an in-service professional development opportunity.

2.3 Self-Determination Theory and Teacher Motivation Research

Self-Determination Theory (SDT) has been actively applied as a motivational theory in order to explore teacher motivation research and particularly its relationship with student motivation (Deci et al., 1982; Han & Yin, 2016). Deci et al. (1982) found the link between teachers' pressure and controlling of students. Studies have found a structural equation model to illustrate a significant connection between teachers' motivation and student motivation. They found that when teachers feel more constrained, it influences their students' low self-determination thus less self-determined teaching results in more controlled students (Pelletier et al., 2002).

Recently SDT has been increasingly applied studying the structure of motivational determinants and confirming the ordering as well as providing new interpretation of the issue of both self-determination and specificity of motives (Chemolli & Gagné, 2014; Howard et al., 2017; Howard et al., 2018; Litalien et al., 2017). These studies have explored with empirical evidence examining unique properties such as intrinsic and extrinsic motivation and thus growing interest protectability motives across varied cultural contexts and educational settings. Student autonomy and protective student satisfaction learning experiences have been studied across various countries like South Korea and Japan promoting intrinsic motivation and autonomy among teachers and students (Jang et al., 2009; Oga-Baldwin et al., 2017). Moreover, SDT as a theoretical framework has been employed to explore connection between teacher's competence and their differentiating motivations in teacher education studies. These studies have found positive linkages between teachers' motivation and teachers' learning outcomes (Roth et al., 2007; Gagné et al., 2010).

Language teachers' motivation has also been receiving increased response using SDT as a theoretical framework. Pennington (1995) has explored English as a Second Language (ESL) teachers' work satisfaction and the role of motivation herein. This is now a growing topic extensively investigated by researchers across the globe. Such studies focus on aspects such as teachers' job satisfaction, teachers' enthusiasm, commitment, their teaching and learning quality, and work factors in connection with teachers'

motivation (Erkaya, 2012; Sugino, 2010; Praver & Oga-Baldwin, 2008). Empirical studies on language teachers' motivation have exhibited their dominance of intrinsic motivation over extrinsic motivation by various studies such as Kassabgy et al., (2001) and Erkaya, (2012). Other studies have focused on language teachers' intrinsic motivation, autonomous motivation, transforming extrinsic motivation into intrinsic, language teachers' motivation for continuing CPD trainings, external factors influencing the effectiveness of CPD program, cultural contexts and other contextual issues and aspects of language teaching contexts (Han & Yin, 2016; Ren & Xu, 2005). These studies also include features such as factors motivating Chinese teachers and their comparison with international contexts, schoolteachers' motivation, TEFL teachers in Chinese high institutions, Chinese university teachers' motivation and university teachers' research motivation.

Comparatively little work has been done to explore the motivational dimensions of the TEFLers in the Pakistani context. Most of the investigations carried out in this context are focusing on either students' perspective on learning English as a Second Language (ESL) or as a Foreign Language (EFL) in addition to teachers' perspective on learning ESL/EFL. Mansoor (2004) investigates students' support and motivation for ESL in the context of higher education with implications for English language education policy. Bhatti et al. (2017) have recently explored the perspective of Pakistani TEFLers regarding distance learning as a mode of delivery. With a limited sample from Bahawalpur region, they have mainly probed the technological implications of AIOU's MA TEFL program. In such studies, investigation on Pakistani TEFLers' elements of motivation towards their CPD program are missing which needs to be addressed and robustly investigated. The present is an effort to bridge the gap and initiate the discussion to investigate the relationship between CPD program and the role of motivation of TEFLers in the context of Pakistan.

3. Materials and Methods

3.1 Participants

We collected this survey questionnaire from 320 English language teachers who were at the data collection time enrolled in their MA TEFL program at AIOU Islamabad. MA TEFL is a regular professional ELT based degree

program offered by AIOU joined by fresh students as well as serving English teachers from various schools, colleges, and universities in different geographical locations of the country. Considering this degree as a CPD program, we limited participation to only serving teachers who were already in their employment as English language teachers and candidates who were joining their MA TEFL as first degree were excluded from the survey. The distribution and description of this service sample is given below as Table 3.1:

Table 3.1: Demographic Information of the Study Sample

| Demographic variables | Categorical groups | Number | Percentage |
|-----------------------|-----------------------|--------|------------|
| Gender: | Male | 215 | 67.2 |
| | Female | 105 | 32.8 |
| Age: | 20-30 | 150 | 46.9 |
| | 30-39 | 85 | 26.5 |
| | 40-49 | 55 | 17.2 |
| | 50-59 | 23 | 7.2 |
| | 60 or above | 7 | 2.2 |
| Degree: | Bachelor | 145 | 45.3 |
| | Master | 102 | 31.9 |
| | MPhil | 58 | 18.1 |
| | Doctorate | 15 | 4.7 |
| Teaching experience: | 0-5 years | 178 | 55.6 |
| | 5-10 years | 67 | 20.9 |
| | 10-15 years | 34 | 10.6 |
| | 15-20 years | 31 | 9.7 |
| | 20+ years | 10 | 3.1 |
| Title: | School teacher | 124 | 38.8 |
| | Subject Specialist | 65 | 20.3 |
| | Teaching Assistant | 22 | 6.9 |
| | Lecturer | 56 | 17.6 |
| | Assistant Professor | 26 | 8.1 |
| | Associate Professor | 6 | 1.8 |
| | Any other | 2 | 0.6 |
| Affiliation: | Government School | 51 | 15.9 |
| | Private School | 73 | 22.8 |
| | Government College | 57 | 17.8 |
| | Private College | 101 | 31.6 |
| | Government University | 15 | 4.7 |
| | Private University | 23 | 7.2 |

We would like to explain that this degree program is comprised of two years academic duration: Year-1 is considered as postgraduate diploma (PGD) in Teaching English as a Foreign Language (TEFL) whereas Year-2 is MA TEFL degree program wherein an additional research project is mandatory. We included participants from both years during 2019-2022.

3.2 Research instruments

The quantitative research design was adopted in this research study and a survey questionnaire was employed as our major research instrument using <https://www.qualtrics.com/> as our main survey platform. The questionnaire employed in this study contained two parts: Part-1 was based on survey respondents' demographic details as shown in Table-1 above whereas Part-2 was based on a 30-item scale investigating the types of participants' CPD motivation. All these 30 items were measured on a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The items in this service questionnaire to measure Pakistani TEFLers' CPD motivations were largely based on four studies including Yang (2021), Liu et al. (2020), Peng and Gao (2019) and Boshier (1991). We modified most of the items used in the questionnaire as per our current research study purposes.

3.3 Data Collection

Before the distribution of final version of the questionnaire, we conducted the pilot study with 10 MA TEFL participants at the Department of English Language and Applied Linguistics, AIOU Islamabad. The participants were attendees of MA TEFL research workshop, and we administered the first version of the questionnaire. Based on their questions and suggestions, a discussion was carried out and their ideas were incorporated into the final draft of the questionnaire. The final step of the data collection started in the month of December 2019 and lasted for 3 months. In order to promote participation in the questionnaire it was shared with participants through WhatsApp and mobile phone and social media in the groups of TEFL program participants.

3.4 Data Analysis

The data collected through questionnaires were used to evaluate the research questions of the study. As mentioned earlier, the present survey questionnaire was used for investigating Pakistani MA TEFL program participants' CPD motivation. At the first step of data analysis, the results

were not clear and the participants' motivation for CPD was vague and uncertain. In order to tackle this issue, an exploratory factor analysis (EFA) was carried out to identify the observed and potential variables and also the questionnaire's factor structure was analyzed. Further in order to clarify the results of the study principal component analysis (PCA) with Promax rotation was applied to examine the factor structure of all 30 items in the EFA analysis as part of the questionnaire. As a result of this analysis, 3 items were excluded from the questionnaire and the remaining 27 were considered for the results of the study.

For reliability and validity of the questionnaire, the result statistics were explored which indicated that the instrument was inherently consistent showing Cronbach's Alpha ratio reaching 0.896. Similarly, the validity test showed that Kaiser Meyer Olkin (KMO) value was 0.897 ($\chi^2 = 7026.147$, $df = 532$, $p = 0.000$). The KMO value showed that the sampling was suitable for EFA analysis. For statistical testing and advanced SPSS (Statistical Package for Social Sciences) analysis, the services of a statistics expert were hired.

4. Results and Discussion

4.1 Dimensions of Pakistani TEFLers' CPD Motivation

As mentioned earlier, while responding to our Research Question-1 (RQ-1), multiple methods were applied to determine the factor structure of all 30 items of the survey including (eigen-value-greater-than-one, parallel analysis). After deleting three items, we were left with 27 items out of which we eventually extracted five factors applying the methodology of Yang (2021). All the factor loadings were above 0.40 and all the items included had eigen-value-greater-than-one. The reliability coefficient for the five factors ranged from 0.706 to 0.886 exhibiting positive internal consistency and reliability among the items included. The results of EFA and the five factors extracted are given in Table 4.1.

Table4.1: Results of EFA for Pakistani TEFLers' CPD Motivation

| No. | Items | <i>Factor-1</i> | <i>Factor-2</i> | <i>Factor-3</i> | <i>Factor-4</i> | <i>Factor-5</i> |
|-----|--|--------------------------------------|---|-------------------------------|------------------------------------|--|
| | | Social recognition and job promotion | Inner-directed CPD and cognitive interest | Lacking the intention for CPD | Academic and social responsibility | Academic self-fulfillment and obligation |
| 1. | I am doing MA TEFL to improve my social relationships. | 0. 892 | -0.219 | 0.194 | 0.143 | 0.058 |
| 2. | I am doing MA TEFL to maintain and improve my social status. | 0. 834 | -0.133 | 0.045 | 0.073 | 0.085 |
| 3. | I want to do MA TEFL to be accepted by others. | 0. 813 | -0.223 | 0.204 | 0.021 | 0.079 |
| 4. | I want to do MA TEFL to gain recognition from my colleagues. | 0. 756 | 0.111 | -0.114 | -0.089 | 0.147 |
| 5. | I want to do MA TEFL to increase my income. | 0. 713 | -0.119 | -0.124 | -0.241 | 0.048 |
| 6. | I want to do MA TEFL to catch up with my colleagues. | 0. 563 | 0.049 | -0.044 | 0.193 | -0.079 |
| 7. | I want to do MA TEFL to gain promotion in my professional life. | 0. 511 | 0.254 | -0.107 | 0.095 | 0.245 |
| 8. | I want to do MA TEFL to realize my self-worth. | 0.122 | 0.799 | 0.124 | 0.182 | -0.145 |
| 9. | I want to do MA TEFL to satisfy my inquiring mind. | 0.232 | 0.785 | -0.034 | 0.199 | -0.126 |
| 10. | I want to do MA TEFL for the pursuit of high-level academic achievements. | -0.132 | 0.771 | -0.156 | -0.148 | 0.149 |
| 11. | I want to do MA TEFL because I want to improve my academic level. | -0.152 | 0.723 | 0.095 | -0.243 | 0.247 |
| 12. | I want to do MA TEFL because I want to improve my research credentials. | 0.092 | 0.678 | 0.172 | 0.173 | 0.203 |
| 13. | I want to do MA TEFL because I want to constantly improve my academic qualification. | 0.152 | 0.649 | 0.204 | 0.116 | -0.198 |
| 14. | I want to do MA TEFL because I want to improve my critical thinking as a teacher. | -0.092 | 0.609 | 0.173 | 0.255 | 0.140 |

| | | | | | | |
|---------------------------------------|--|--------------|--------------|--------------|--------------|--------------|
| 15. | I wanted to MA TEFL because I want to contribute to relevant academic field. | 0.012 | 0.529 | 0.194 | 0.243 | 0.210 |
| 16. | I do not see any relevance of MA TEFL for my career. | -0.022 | 0.022 | 0.882 | 0.054 | 0.039 |
| 17. | I do not really know the reason why I am doing MA TEFL. | 0.068 | -0.082 | 0.834 | 0.056 | 0.048 |
| 18. | I do not understand the purpose of completing MA TEFL. | -0.084 | 0.127 | 0.768 | 0.195 | 0.072 |
| 19. | I want to complete MA TEFL because my institute supports me. | 0.092 | 0.052 | -0.024 | 0.732 | -0.052 |
| 20. | I want to participate in MA to improve performance evaluation in my institution. | 0.193 | 0.072 | 0.182 | 0.632 | 0.258 |
| 21. | I want to do MA TEFL because I want to fulfill a kind of social responsibility. | 0.212 | 0.256 | 0.167 | 0.568 | 0.125 |
| 22. | I want to do MA TEFL because I want to keep up with competition. | 0.382 | 0.069 | -0.122 | 0.481 | -0.094 |
| 23. | I want to do MA TEFL to improve my third division in MA English. | 0.292 | 0.147 | -0.182 | 0.424 | 0.052 |
| 24. | I wanted to MA TEFL to seek knowledge for its own sake. | 0.252 | 0.215 | 0.174 | -0.145 | 0.745 |
| 25. | I want to do MA TEFL to better guide my teaching and learning. | 0.120 | -0.068 | -0.114 | 0.148 | 0.712 |
| 26. | I want to do MA TEFL for my future academic development. | 0.092 | 0.319 | 0.084 | -0.103 | 0.645 |
| 27. | It is the duty of a teacher to keep improving all the time and that is why I am doing MA TEFL. | 0.190 | 0.114 | 0.076 | 0.343 | 0.527 |
| Cronbach's α | | 0.886 | 0.840 | 0.804 | 0.728 | 0.706 |

All the five factors extracted from the data through EFA were important for answering our RQ-1. Here we introduce these factors briefly.

4.1.1 Factor-1: Social Recognition and Job Promotion

As part of SDT, this factor shows participants' enthusiasm for CPD program as a result of external factors and stimuli. According to Yang (2021), this factor has two aspects: the desire to improve social recognition and social relationship (Items: 1-4 of the survey), and the intention for increase in salary, job promotion and getting higher in the competition (Items: 5-7 of the survey). Both aspects are behavioral and are extremely important self-determinants as part of SDT (Ryan & Deci, 2020; Deci et al., 1999). As a factor, it is part of external motivation because none of the behaviors is prompted internally, and the actions are the result of non-autonomous and externally controlled contingencies. Overall, this table shows Pakistani TEFLers in their responses to the survey as part of this study show that they were significantly motivated to participate in their CPD program as a result of their strive for social recognition and job promotion.

4.1.2 Factor-2: Inner-directed CPD and Cognitive Interest

This factor is a combination of internally motivated behaviors. It specifies the autonomous inner-directed CPD interests of the participants who are willing to go for new knowledge and expand their horizons of professional interests. Items: 9, and 11-14 of the survey show participants' genuine willingness and keen enthusiasm to take part in their CPD activities. Similarly, Items: 8, 10, 15 reflect participants' intrinsic motivation to improve themselves and contribute to their specific field of expertise. Studies such as Borg and Liu (2013) and Yang (2021) have included these factors under the autonomous inner-directed motivation of participants. This factor with high ratio in the results show that Pakistani TEFLers has a lot of autonomous and inner-directed feelings for their CPD programs.

4.1.3 Factor-3: Lacking the Intention for CPD

Lacking motivation (i.e., amotivation) is also an important aspect of motivation continuum as part of SDT. This is a natural tendency that participants in a professional activity are not always equally motivated. The

absence of motivation is a natural phenomenon when something is officially or contractually declared compulsory or highly pressurized due to external factors. This factor shows a reduction in teachers' motivation for a CPD and the absence of any goal-directed actions. Items: 16-18 were based on 'amotivation'. Fortunately, the participants of this survey showed a positive tendency by responding as 'Strongly Disagree' to these items exhibiting low level of 'amotivation'.

4.1.4 Factor-4: Academic and Social Responsibility

As per SDT, on motivation continuum, this factor is part of the 'external motivation' when teachers are expected to take their social and academic responsibility as part of their career goals. Items: 19-23 are specifically related to this factor highlighting the situation wherein teachers are externally pressured to improve their skills keep updated with the advanced trends in teaching and learning. Yang (2021) and others have related this factor with 'avoidance of guilt and anxiety' on part of teachers and have termed their actions in such conditions equal to 'compliance with authority' and 'external expectations' from teachers. The participants in this survey showed mixed feelings and were found significantly pressured to such academic and social responsibility in their respective domains as reflected in their responses.

4.1.5 Factor-5: Academic Self-fulfillment and Obligation

The importance attached to CPD activities is the main crux of this factor, meaning that participants perceive their CPD programs important for them. This factor shows a high degree of willingness in part of the participants because they value their knowledge construction and learning new pedagogical instructions. Items: 24-27 were based on this factor which showed the involvement of participants in their MATEFL as a result of their academic self-fulfillment struggle as an obligation for them. Factor-5 is different from 4 mainly in terms of the degree of willingness. When participants not only enjoy their CPD but find it worthwhile for their career they are under self-fulfillment and obligation (Yang, 2021).

We have identified these five types of factors in this study exhibiting major types of motivations given in SDT continuum (Deci & Ryan, 2000) and which have been previously explored by other studies on similar lines (Yang, 2021). These factors show that Pakistani TEFLers' motivations for CPD as reflected in this survey are in line with intrinsic motivation, extrinsic motivation and amotivation against the SDT continuum. Factors-1, 4 and 5 correspond to 'extrinsic motivation' (based on job promotion, social relationship and professional recognition etc.) whereas Factor-2 reflects 'intrinsic motivation' (inner-related and autonomous motivation) and, finally, Factor-3 relates 'amotivation' which is an important aspect of human nature.

4.2 Levels of Pakistani TEFLers' Motivation for CPD

In order to address RQ-2, which was related to the 'extent of motivation', we analyzed our survey data as per the SDT structure and evaluated the extent of extrinsic and intrinsic motivation of participants towards their CPD program. We used the EFA results and the five factors and situated them on the SDT continuum, i.e., keeping 'amotivation' (the least motivation-lacking the intention for CPD) at one end and 'intrinsic' (the highest, inner-directed cognitive interest for CPD) motivation at the other. We analyzed the scores for items in the dimensions and averaged them to represent Pakistani TEFLers' motivation for CPD and counted the minimum-maximum scores as well as their M and SD, with Skewness and Kurtosis. Table-3 shows these distributive statistics for the participants' dimensions of CPD motivation.

Table 4.2: Dimensions of Pakistani TEFLers' CPD Motivation

| Dimensions | Min | Max | M | SD | Skewness | Kurtosis |
|---|------|------|------|------|----------|----------|
| <i>Intrinsic motivation: Inner-directed academic improvement and cognitive interest</i> | 1.40 | 5.00 | 4.01 | 0.62 | -0.52 | 0.30 |
| <i>Identified regulation: Academic self-fulfillment and obligation</i> | 1.04 | 5.00 | 4.26 | 0.55 | -1.02 | 1.37 |
| <i>Introjected regulation: Academic and social responsibility</i> | 1.20 | 5.00 | 3.60 | 0.78 | -0.26 | 0.25 |
| <i>External regulation: Social regulation and promotion</i> | 0.64 | 5.00 | 3.12 | 0.92 | -0.20 | -0.20 |
| <i>Amotivation: Lacking the intention for CPD</i> | 0.00 | 5.00 | 2.00 | 1.00 | 0.72 | 0.03 |

Table 4.2 above demonstrates five dimensions of the participants' motivation for CPD. These statistics show that 'identified regulation' ($M = 4.26$) was at the highest level followed by 'intrinsic motivation' ($M = 4.01$) and 'introjected regulation' ($M = 3.60$) respectively. The last two levels were 'external regulation' ($M = 3.12$) as second lowest and 'amotivation' ($M = 2.00$) as the lowest level motivation towards the CPD program of the participants.

Overall, Pakistani TEFLers were found strongly motivated for their CPD program and their highest two dimensions noted were 'identified regulation' and 'intrinsic motivation'. This is an interesting pattern that, as per SDT, both 'identified regulation' and 'intrinsic motivation' are to greater extent parts of the same 'autonomous' motivation (Deci & Ryan, 2000). In other words, the strong motivation of Pakistani TEFLers is less governed by any external factor and they are highly motivated intrinsically for their inner-directed academic improvement and with their strong cognitive interest.

In order to further clarify this pattern of 'inner-directed academic improvement and cognitive interest' as exhibited by the participants, we counted the frequency distribution of the participants' responses. To summarize the results at this step, we reduced the responses from 5-point Likert scale to three points merging '*Strongly Disagree-1* with *Disagree-2*' and '*Strongly Agree-5* with *Agree-4*'. The results are given in Table-4 which reports on '*Agree*', '*Neutral*' and '*Disagree*' only.

Table 4.3: Frequencies of Responses to CPD Motivation (%)

| Dimension of motivation | Simplified version of the item with No. | Agree | Neutral | Disagree |
|---|--|--------------|----------------|-----------------|
| <i>Intrinsic motivation: Inner-directed academic improvement and cognitive interest</i> | 8. To realize my self-worth. | 87.2 | 9.7 | 3.1 |
| | 9. To satisfy my inquiring mind. | 87.5 | 9.4 | 3.1 |
| | 10. For high-level achievements. | 90.6 | 7.8 | 1.6 |
| | 11. To improve my academic level. | 92.2 | 7.2 | 0.6 |
| | 12. To improve my research credentials. | 87.5 | 9.4 | 3.1 |
| | 13. To improve my critical thinking. | 90.6 | 7.8 | 1.6 |
| <i>Identified regulation: Academic self-fulfillment and obligation</i> | 14. To constantly improve my qualifications. | 91.25 | 7.5 | 1.25 |
| | 15. To contribute to relevant academic field. | 59.3 | 31.3 | 9.4 |
| | 19. My institute supports me. | 64.4 | 34.1 | 1.5 |
| | 20. For performance evaluation in my institution. | 84.7 | 14.1 | 1.2 |
| | 21. To fulfill social responsibility. | 85.0 | 13.8 | 1.2 |
| | 22. To keep up with competition. | 81.3 | 15.6 | 3.1 |
| <i>Introjected regulation: Academic and social responsibility</i> | 23. To improve my third div in MA English. | 50.0 | 28.1 | 9.4 |
| | 24. To seek knowledge for its own sake. | 62.5 | 28.1 | 9.4 |
| | 25. To better guide my teaching and learning. | 62.5 | 26.6 | 10.9 |
| | 26. For my future academic development. | 65.6 | 25.0 | 12.5 |
| | 27. It is the duty of a teacher to keep improving. | 68.1 | 23.4 | 8.5 |
| <i>External regulation: Social regulation and promotion</i> | 1. To improve my social relationship. | 35.9 | 32.8 | 31.3 |
| | 2. To maintain and improve my social status. | 34.3 | 33.4 | 32.3 |
| | 3. To be accepted by others. | 32.3 | 34.3 | 33.4 |
| | 4. To gain recognition from my colleagues. | 51.6 | 32.8 | 15.6 |
| | 5. To increase my income. | 78.1 | 17.1 | 4.8 |
| | 6. To catch up with my colleagues. | 57.8 | 31.2 | 11.0 |
| | 7. To gain promotion in my professional life. | 62.5 | 21.9 | 15.6 |
| <i>Amotivation: Lacking the intention for CPD</i> | 16. I do not see any relevance. | 14.0 | 20.3 | 65.7 |
| | 17. I do not know the reason. | 6.2 | 15.6 | 78.1 |
| | 18. I do not understand the purpose. | 5.6 | 13.7 | 80.7 |

Table 4.3 shows the frequencies of the responses in terms of percentages which were the responses of the participants towards each item. We clubbed the items as per their dimensions of motivation and shortened the contents of the items for this table. We also maintained the serial number of each item for better understanding of the items in their relevant dimensional context.

The data shows that items in the 'intrinsic motivation' (inner-directed academic improvement and cognitive interest) had the large proportions reaching up to 92% (improving academic qualifications for most of the participants). These findings are consistent with the results found in Table-3. The second highest proportions are found for the dimensional category of 'identified regulation' (academic self-fulfillment and obligation) reaching 85% in some cases (fulfilling social responsibility and for the sake of performance evaluation). These two dimensions are the most dominating factors of Pakistani TEFLers' motivation for their CPD program completion. There were comparatively small proportions found for 'introjected regulation' (academic and social responsibility) and 'external regulation' (social regulation and promotion). Overall, these statistics in both Table-3 and Table-4 show that Pakistani TEFLers were less dependent on external pressures as they have significantly greater value for their 'inner-directed academic improvement and cognitive interest' for their CPD activities. Their 'external regulation' was weaker than their 'intrinsic motivation' as per the structure of SDT and reflected in the above results.

These results are in line with some of the previous studies on language teachers' motivation analysis using SDT as the theoretical framework. The results are particularly aligned with the work of Yang (2021) from whom we modified the main structure of the current study. Jie Yang (2021) conducted a study on Chinese teachers' motivation for CPD and found almost similar results for them. These results are also consistent with the academic history of this (MA TEFL) program offered by AIOU which has been successfully run as a professional degree program for the English language teachers of the country for more than 30 years.

5. Conclusion and Implications

CPD is an important aspect of professional career specifically for language teachers. Teachers' motivation is crucial for CPD activities as it not only leads to lifelong learning but also increases chances for better teacher development. As mentioned at the outset of the paper, we attempted to explore the main motivation of Pakistani TEFLers towards their CPD program (MA TEFL in this case) and to investigate their extent of intrinsic or extrinsic motivation to continue their CPD activities. Considering the specific professional nature of the degree program and the in-service status of participants, we decided to collect responses through surveys from MA TEFL participants at AIOU Islamabad. We expected that this research on the motivating and inhibiting factors of teachers' CPD program would yield valuable insights about Pakistani TEFLers career goals and service patterns and would support TEFL research in the country.

We collected quantitative data through a specifically designed survey questionnaire with 27 final items. The Exploratory Factor Analysis of the data found five dimensions (including inner-directed academic improvement and cognitive interest, academic and social responsibility, academic self-fulfillment and obligation, social recognition and promotion, lacking the intention for CPD) of motivation among Pakistani TEFLers as already explored by SDT studies and in line with Yang (2021) and others. Overall, we found that Pakistani TEFLers were very positively motivated for their CPD programs. We specifically found that they were consistently intrinsically, therefore, autonomously motivated for their CPD activities and were less pressured by external factors. Considering this high level of motivation, we would like to recommend that these TEFLers may be supported in terms of scholarship programs by ELTR project (HEC Pakistan), Regional English Language Office (RELO) at the United States Embassy Islamabad and British Council Pakistan so that they may continue with their life-long learning programs. Although the study attempted to provide a bigger picture of Pakistani TEFLers' CPD motivation, we had limitation in the data. Here we would like to highlight the major ones:

- Our data was quantitative and considering constraints of the study, we could not manage to include qualitative aspects of Pakistani TEFLers' CPD motivation. We, therefore, strongly recommend that future studies may include qualitative data to triangulate the results.

- The sizes of the demographic variables were uneven (gender, qualification, affiliation, age group, and service duration etc.) and, therefore, we dropped the idea of exploring these variables further. Future studies may explore them in detail.
- We collected data from one institution, but future studies may include others to spread data inclusion and even geographical representation of the country.
- We included only the nature and level of CPD motivation as the focus of the study, but future studies may also include difficulties and challenges of Pakistani TEFLers as part of their CPD activities.

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