

## **RELATIONSHIP BETWEEN TEACHERS' PARTICIPATION AND MOTIVATION IN PROFESSIONAL DEVELOPMENT**

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### **Abstract**

The main aim of this study was to investigate the relationship between teachers' participation and motivation in professional development in Basic Education High Schools from South Dagon Township, Yangon Region. Quantitative and qualitative methods were employed in this study. All 196 Senior teachers from eight Basic Education High Schools were targeted as participants by using census survey. Questionnaire was used as instrument in this study. Questionnaire was developed based on the eleven categories of professional development activities developed by OECD (2009) and OISE (2006), Self-determination theory (SDT) (Ryan and Deci, 2000a) for teachers' motivation and teachers' basic needs for facilitating intrinsic motivation. For the expert validity, instrument was reviewed by a panel of experts. The reliability coefficient (Cronbach's alpha) for whole scale of the questionnaire was 0.90. SPSS (Statistical Package for the Social Science) software version 25, descriptive statistics, One-way Analysis of Variance (ANOVA) and Tukey Post-hoc mean comparison and Pearson product-moment correlation were used to analyze the quantitative data. For qualitative study, open-ended questions and interview were conducted. In participation, teachers often participated in all categories of professional development activities. The most common type of teachers' motivation to participate in professional development was autonomous motivation (identified regulation, intrinsic motivation). There were significant differences in teachers' participation grouped by their age. There were also significant differences in teachers' motivation grouped by their age and teaching service. Teachers who have teaching service of (31 years and above) and (7-18 years) got high mean values in controlled motivation (external and introjected regulation). Teacher participation in professional development and their autonomous motivation were correlated in this study. The extent of teachers' satisfaction on their three basic needs (autonomy, competence and relatedness) for facilitating intrinsic motivation was moderately high. After quantitative study, qualitative study followed up. The information obtained from qualitative study was complementary to quantitative findings.

**Key Terms:** Professional Development, Motivation, Participation

### **Introduction**

In the era of educational reform, professional development for teachers has become an important component of the reform process. Teachers need to learn not only about innovations and programs but also how to change their teaching practice to implement students' improvement. Motivation deals with the “*energization*”, “*direction*” and “*regulation*” of peoples' achievement behavior. Based on self-determination theory (SDT; Deci & Ryan, 1985), teachers' self-determination to participate in professional development is also vital to educational improvements. If teachers' innate needs are met in their work, positive outcomes of school and education context can be enhanced. As Van, Eehelen, Vermunt and Boshuizen (2006) underlined teachers will to learn must be presented before their engagement in any learning activity.+

Motivation is why an action is taken (Beck, 1990). Identifying and investigating teachers' motivation may explain why some teachers choose to participate in the professional development. Considering the above reasons, this study will focus on teachers' autonomous (self-determined) and controlled motivation (not self-determined) for participating in professional

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development. Therefore, this study aimed to investigate the relationship between teachers' participation and motivation in professional development in Basic Education High Schools setting.

## **Objectives of the Research**

### **General Objective**

- To study the relationship between teachers' participation and motivation in professional development in South Dagon Township, Yangon Region

### **Specific Objectives**

The specific objectives of the study are

- To investigate the extent of teachers' participation in professional development
- To study the most common type of teachers' motivation to participate in professional development
- To investigate the differences in teachers' participation in professional development and their motivation grouped by age, teaching service and teaching subject
- To study the relationship between teachers' participation and motivation in professional development
- To study the extent of teachers' satisfaction on basic needs for facilitating intrinsic motivation in participation in professional development

### **Research Questions**

- What is the extent of teachers' participation in professional development?
- What is the most common type of teachers' motivation to participate in professional development?
- Are there any significant differences in teachers' participation in professional development and their motivation grouped by age, teaching service and teaching subject?
- Is there any significant relationship between teachers' motivation and their participation in professional development?
- To what extent do teachers satisfy their basic needs for facilitating intrinsic motivation in participation in professional development?

### **Limitations of the Research**

This study was only focused on participation and motivation of Senior Teachers in professional development. Senior Teachers from Basic Education High Schools in South Dagon Township, Yangon Region were selected as the subject of the research. In this study, amotivated situation (lack of any type of motivation) is not included because active types of motivation will be focused and also integrated regulation of SDT continuum is not included as it is very difficult to psychometrically distinguish integration from identification (Vallerand et al., 1992).

## Theoretical Framework

This study scoped the types of professional development as

- Courses/workshops (e.g. On subject matter or methods and/or others educational related topics)
- Educational conferences or seminars (at which teachers and/or researchers present their research results and discuss educational problems)
- Qualification programmes (e.g. degree program)
- Observation visit to other schools
- Participation in a network of teachers (formed specially for the professional development of teachers)
- Individual or collaborative research on a topic of professional interest and
- Mentoring and/or peer observation and coaching as part of a formal school arrangement
- Reading professional literature (e.g. journals, evidenced based papers, thesis papers) and
- Engaging in informal dialogue with peers on how to improve teaching (OECD, 2009)
- Learning through Practice
- Technology and Learning (OISE, 2006)

According to the objectives of this study, the continuum of self-determination theory was used to investigate teachers' autonomous and controlled motivation.

### Self-Determination Theory (SDT)

Ryan and Deci (2000a) developed the SDT and extrinsic and intrinsic motivation along a continuum which reflects the level of internalization. The continuum indicates various levels of self-determination, from less internalized forms of extrinsic motivation to intrinsic motivation. The more internalized the regulation is, the more the motivation level is self-determined. In connection with this continuum, the SDT establishes that people have three fundamental needs that are essential for facilitating the motivation for growth (Ryan & Deci, 2000a). These universally fundamental needs that people have are competence, autonomy, and relatedness. *The SDT continuum*. According to the SDT, there are five types, or regulatory styles, of motivation that lie along the continuum: *external*, *introjected*, *identified*, *integrated*, and *intrinsic* motivation. Each type of motivation has consequences for learning, performance, well-being, and personal experience (Ryan & Deci, 2000a). The first four, external, introjected, identified, and integrated, are all types of motivation that fall under extrinsic motivation because there are external reasons for the behavior. External is the least self-determined because the reasons and the decision to do the action are externally regulated. The behavior is performed to satisfy external demand or reward contingency and only continues while those contingencies are present. In the next regulatory style on the continuum, introjected is described as a behavior that is somewhat externally regulated by Ryan and Deci (2000a) describe behavior is controlled by wanting to avoid guilt or anxiety or to strive for maintaining feelings of worth. People feel they are acting because they have to and not because they want to. Identified is described by Ryan and Deci (2000a) as somewhat internally regulated. In the identified regulatory style, the reason for the behavior is because the person accepts value for the activity. The most self-determined extrinsic motivation is integrated where the regulations have been evaluated and are brought into

congruence with one's own goals and values. The final regulatory style on the continuum is intrinsic, which is the only regulatory style under intrinsic motivation.

Deci and Ryan's theory makes a significant distinction between autonomous or self-determined (i.e., intrinsic motivation and identified regulation) and non-autonomous or controlling (i.e., introjected and external regulation) types of motivation.

*Competence, Autonomy, and Relatedness.* The three fundamental needs concerned with the internal (or personal) and external factors. The more a person is satisfied by their needs for competence, autonomy, and relatedness, the more the source of motivation is intrinsic.

## **Definitions of the Key Terms**

### **Professional Development**

Any systematic and organized opportunity or activity that is intended to help teacher to improve their teaching practices (Guskey, 2002).

### **Participation**

Participation is defined as engagement of teachers in professional development activities with the intention to learn or gain more knowledge and change in their teaching strategies to promote students' learning (Guskey, 2000).

### **Motivation**

Motivation is defined as having three dimensions – goals, emotions and personal agency beliefs that serve to direct, energize and regulate activity (Ford, 1992).

## **Operational Definition**

### **Participation**

Participation in this study is defined as engagement of teachers in professional development activities with the intention to learn or gain more knowledge and change in their teaching strategies to promote students' learning. In this study, teachers' participation in professional development will be defined by mean values of teachers' responses to the items of teachers' participation in professional development activities in the questionnaire. The greater the mean value, the more the teachers participate in professional development activities.

### **Motivation**

Teachers participate in professional development for many reasons. Motivation is the aspect that explains why two people behave differently in the same situation. Teacher's motivation influences teachers' decision to participate or not in the professional development. In this study, the most common type of teachers' motivation to participate in professional development will be defined by the mean values of teachers' responses to the items of teachers' motivation in the questionnaire (autonomous and controlled motivation).

## **Methodology**

### **Research Design**

In this study, mixed method (quantitative and qualitative methods) were used to study the relationship between teachers' participation and their motivation in professional development in

South Dagon Township, Yangon Region. The descriptive quantitative form of research design was used to collect the required data.

### **Population and Sample**

There are 8 Basis Education High Schools in South Dagon Township, Yangon Region. There are totally 196 Senior teachers. Census survey was used in this study. All 8 Basic Education High Schools and all 196 senior teachers participated to answer the questionnaires in this study.

### **Instrumentation**

The questionnaire was developed based on review of literature and included demographic information composed with gender, age, teaching service, position, teaching subject and training. In this study, questionnaire survey was used to collect the required data for the research. There were altogether 57 items. The first part of the questionnaire consisted of 22 items concerned with extent of teachers' participation in professional development activities. These items were rated on four-point Likert scale ranging from 1 to 4 (1=never, 2=sometime, 3=often, 4=always). The second part of the questionnaire included 20 items concerned with teachers' motivation to participate in professional development. These items were rated on four-point Likert scale ranging from 1 to 4 (1=strongly disagree, 2=disagree, 3=agree, 4= strongly agree). In the next part of the questionnaire, four-points on the scale are defined as in the second part and there were 15 items concerned with teachers' basic needs for facilitating intrinsic motivation. Open-ended questions and interview were also employed for data triangulation.

### **Procedure**

The instrument was reviewed by 12 experts in the field of study to get validity. the instrument was modified under the guidance of supervisor by using experts' suggestions. Pilot study was conducted in Dagon Seikkan Township. The reliability coefficient for the whole scale of the questionnaire was 0.90. The questionnaires were delivered to all Senior teachers in all Basic Education High Schools in South Dagon Township, Yangon Region on 1, November, 2018. All questionnaires were recollected after one week later. The response rate was 100%. In order to triangulate, interview was conducted on second week of December (13, December, 2018) to obtain more accurate information. The data collected from the questionnaires were systematically analyzed by using SPSS (Statistical Package for the Social Science) software version 25. One-way Analysis of Variance (ANOVA), Tukey Post-hoc mean comparison and Pearson product-moment correlation were used. Answers of open-ended questions and interview procedure were analyzed by using knowledge getting from review of related literature.

### **Findings**

The findings of this research based on quantitative and qualitative data analysis will be presented.

### Findings for Quantitative Study

**Table 1 Mean Values and Standard Deviations of Teachers' Participation in Professional Development (N=196)**

No.	Professional Development Activities	Mean	SD	Extent of Participation
1.	Courses and workshops	2.57	0.74	Often
2.	Educational conferences and seminars	1.68	0.60	Never
3.	Qualification programmes	1.76	0.78	Sometimes
4.	Observation visit to other schools	1.97	0.67	Sometimes
5.	Participation in a network of teachers	3.19	0.71	Often
6.	Individual or collaborative research	2.24	0.78	Sometimes
7.	Engaging in informal dialogue with peers	2.93	0.77	Often
8.	Reading professional literature	3.48	0.62	Always
9.	Mentoring and/or peer observation and coaching	3.23	0.62	Often
10.	Learning through practice	2.45	0.68	Sometimes
11.	Technology and learning	2.07	0.74	Sometimes
	<b>Overall (all professional development activities)</b>	<b>2.52</b>	<b>0.44</b>	<b>Often</b>

**Scoring Direction:**

1.00–1.75=never                      1.76-2.50=sometimes                      2.51-3.25=often                      3.26-4.00=always

The mean value for teachers' participation in all professional development activities was 2.52. Therefore, it informed that teachers often participated in professional development.

**Table 2 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development (N=196)**

Variables	Mean	SD	Remark
External Regulation	2.00	0.48	Moderately Low
Introjected Regulation	1.95	0.58	Moderately Low
Identified Regulation	3.49	0.50	High
Intrinsic Motivation	3.32	0.54	High
<b>Overall Teachers' Motivation</b>	<b>2.69</b>	<b>0.34</b>	<b>Moderately High</b>

**Scoring Direction:** 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

According to the table, teachers' motivation to participate in professional development was moderately high. It informed that teachers mostly participated in professional development because of intrinsic motivation and identified regulation (autonomous motivation).

### Findings of Teachers' Participation and Motivation in Professional Development Grouped in terms of Age, Teaching Service and Teaching Subject

**Table 3 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Age (N=196)**

Age	n	Mean	SD	Extent of Participation
21-30	56	2.54	0.37	Often
31-40	43	2.56	0.48	Often
41-50	49	2.63	0.43	Often
51years and above	48	2.37	0.47	Sometimes
<b>Overall</b>	<b>196</b>	<b>2.52</b>	<b>0.44</b>	<b>Often</b>

**Scoring Direction:** 1.00–1.75=never.                      1.76-2.50=sometimes,                      2.51-3.25=often,                      3.26-4.00=always

**Table 4 ANOVA Results of Teachers' Participation in Professional Development grouped by their Age**

Dependent Variable		Sum of squares	df	Mean Squares	F	p
Professional development activities	Between Groups	1.726	3	.575	3.038	.030*
	Within Groups	36.362	192	.189		
	Total	38.089	195			

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , ns=no significance

**Table 5 Tukey HSD of Teachers' Participation in Professional Development grouped by their Age**

Dependent Variables	(I)Age of Teachers	(J)Age of Teachers	Mean Difference(I-J)	p
Professional development activities	41-50	21-30	.08880	ns
		31-40	.06980	ns
		51 and above	.25765*	.021*

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , ns=no significance

**Table 6 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Teaching Service (N=196)**

Teaching Service	n	Mean	SD	Extent of Participation
Less than and equal 3years	16	2.62	0.47	Often
4-6 years	31	2.45	0.31	Sometimes
7-18 years	85	2.61	0.46	Often
19-30 years	34	2.45	0.39	Sometimes
31years and above	30	2.39	0.53	Sometimes
<b>Overall</b>	<b>196</b>	<b>2.52</b>	<b>0.44</b>	<b>Often</b>

Scoring Direction: 1.00–1.75=never, 1.76-2.50=sometimes, 2.51-3.25=often, 3.26-4.00=always

**Table 7 Mean Values and Standard Deviations of Teachers' Participation in Professional Development grouped by their Teaching Subject (N=196)**

Teaching Subject	n	Mean	SD	Extent of Participation
Art	86	2.57	0.46	Often
Science	75	2.49	0.41	Sometimes
Mathematics	29	2.56	0.44	Often
Physical Education	6	2.09	0.43	Sometimes
<b>Overall</b>	<b>196</b>	<b>2.52</b>	<b>0.44</b>	<b>Often</b>

Scoring Direction: 1.00–1.75=never, 1.76-2.50=sometimes 2.51-3.25=often 3.26-4.00=always

One-way ANOVA was employed to find out the significant differences of teachers' participation in professional development by their teaching service and subjects. The result indicated that there were no significance differences.

**Table 8 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Age (N=196)**

Variables	Age	n	Mean	SD	Remark
External Regulation	21-30	56	1.85	0.48	Moderately Low
	31-40	43	1.99	0.49	Moderately Low
	41-50	47	2.03	0.42	Moderately Low
	51years and above	47	2.14	0.41	Moderately Low
Introjected Regulation	21-30	56	1.82	0.57	Moderately Low
	31-40	43	1.93	0.54	Moderately Low
	41-50	47	2.19	0.54	Moderately Low
	51years and above	47	1.88	0.63	Moderately Low
Identified Regulation	21-30	56	3.54	0.52	High
	31-40	43	3.50	0.47	High
	41-50	47	3.59	0.43	High
	51years and above	47	3.35	0.42	High
Intrinsic Motivation	21-30	56	3.33	0.53	High
	31-40	43	3.39	0.49	High
	41-50	47	3.43	0.55	High
	51years and above	47	3.17	0.46	Moderately High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

**Table 9 ANOVA Results of Teachers' Motivation to Participate in Professional Development grouped by their Age**

Variable		Sum of squares	df	Mean Squares	F	p
External Regulation	Between Groups	2.284	3	.761	3.769*	.012*
	Within Groups	38.176	189	.202		
	Total	40.460	192			
Introjected Regulation	Between Groups	3.960	3	1.320	4.041*	.008**
	Within Groups	61.742	189	.327		
	Total	65.702	192			

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , ns=no significance

**Table 10 Tukey HSD of Teachers' Motivation to Participate in Professional Development grouped by their Age**

Dependent Variables	(I)Age of Teachers	(J)Age of Teachers	Mean Difference(I-J)	p
External Regulation	51 and above	21-30	.29468*	.006**
		31-40	.15398	ns
		41-50	.11596	ns
Introjected Regulation	41-50	21-30	.37363*	.006**
		31-40	.26126	ns
		51 and above	.31064*	.045*

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ , ns=no significance



**Table 11 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service (N=196)**

Variables	Teaching Service	n	Mean	SD	Remark
External Regulation	Less than and equal 3years	16	1.68	0.53	Low
	4-6 years	31	1.89	0.38	Moderately Low
	7-18 years	84	2.04	0.47	Moderately Low
	19-30 years	33	2.02	0.45	Moderately Low
	31years and above	29	2.14	0.37	Moderately Low
Introjected Regulation	Less than and equal 3years	16	1.99	0.45	Moderately Low
	4-6 years	31	1.86	0.56	Moderately Low
	7-18 years	84	1.75	0.56	Low
	19-30 years	33	2.03	0.55	Moderately Low
	31years and above	29	1.96	0.62	Moderately Low
Identified Regulation	Less than and equal 3years	16	1.96	0.64	Moderately Low
	4-6 years	31	1.95	0.58	Moderately Low
	7-18 years	84	3.61	0.55	High
	19-30 years	33	3.45	0.49	High
	31years and above	29	3.54	0.46	High
Intrinsic Motivation	Less than and equal 3years	16	3.41	0.43	High
	4-6 years	31	3.48	0.43	High
	7-18 years	84	3.49	0.46	High
	19-30 years	33	3.45	0.63	High
	31years and above	29	3.24	0.40	Moderately High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

**Table 12 ANOVA Results of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service**

Variable		Sum of squares	df	Mean Squares	F	p
External Regulation	Between Groups	2.750	4	.687	3.427	.010*
	Within Groups	37.710	188	.201		
	Total	40.460	192			

\*p < .05, \*\*p < .01, \*\*\*p < .001, ns=no significance

**Table 13 Tukey HSD of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Service**

Dependent Variables	(I) Service of Teachers	(J) Service of Teachers	Mean Difference(I-J)	p
External Regulation	less than and equal 3 years	4-6 years	-.21532	ns
		7-18 years	-.36250*	.028*
		19-30 years	-.34924	ns
		31 years and above	-.46293*	.009**

\*p < .05, \*\*p < .01, \*\*\*p < .001, ns=no significance

**Table 14 Mean Values and Standard Deviations of Teachers' Motivation to Participate in Professional Development grouped by their Teaching Subject (N=196)**

Variables	Teaching Subject	n	Mean	SD	Remark
External Regulation	Art	83	1.96	0.41	Moderately Low
	Science	75	2.08	0.48	Moderately Low
	Mathematics	29	1.90	0.49	Moderately Low
	Physical Education	6	1.80	0.33	Moderately Low
Introjected Regulation	Art	83	1.98	0.61	Moderately Low
	Science	75	1.96	0.58	Moderately Low
	Mathematics	29	1.77	0.54	Moderately Low
	Physical Education	6	2.03	0.15	Moderately Low
Identified Regulation	Art	83	3.57	0.45	High
	Science	75	3.42	0.48	High
	Mathematics	29	3.47	0.45	High
	Physical Education	6	3.50	0.48	High
Intrinsic Motivation	Art	83	3.39	0.52	High
	Science	75	3.26	0.53	High
	Mathematics	29	3.29	0.44	High
	Physical Education	6	3.33	0.51	High

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

One-way ANOVA was conducted to analyse whether there were significant differences or not among groups of teachers grouped by their teaching subjects. The ANOVA results showed that there were no significant differences.

**The Relationship Between Teachers' Participation and Motivation in Professional Development**

**Table 15 The Relationship Between Teachers' Participation and Motivation in Professional Development**

Variables	Participation in Professional Development	Teachers' Motivation
Participation in Professional Development	1	.381**
Teachers' Motivation	.381**	1

\*\*Correlation is significant at the 0.01 level (2 tailed)

Table 15 showed that there was a correlation between teachers, participation in professional development and their motivation to participate. ( $r=.381, p<.01$ ).

**Table 16 Inter-correlation of Teachers' Participation and Motivation in Professional Development**

Variables	Participation in Professional Development	External Regulation	Introjected Regulation	Identified Regulation	Intrinsic Motivation
Participation in Professional Development	1	.106	.126	.227**	.319**

\*\* Correlation is significant at the 0.01 level (2-tailed).

There was a correlation between teachers' participation in professional development and their autonomous motivation (identified regulation and intrinsic motivation). ( $r=.227, p<.01$ ), ( $r=.319, p<.01$ )

**Table 17 Mean Values and Standard Deviations of Teachers' Satisfaction on Basic Needs that Facilitate Intrinsic Motivation (N=196)**

Variables	Mean	SD	Remark
Autonomy	2.99	0.43	Moderately High
Competence	2.99	0.39	Moderately High
Relatedness	3.13	0.39	Moderately High
<b>Overall Basic Needs</b>	<b>3.03</b>	<b>0.39</b>	<b>Moderately High</b>

Scoring Direction: 1.00-1.75=Low, 1.76-2.50=Moderately Low, 2.51-3.25=Moderately High, 3.26-4.00=High

Table 17 indicated that teachers' basic needs such as autonomy, competence and relatedness for facilitating intrinsic motivation were moderately high.

### Findings for Qualitative Study

#### Findings in Open-ended Questions

#### Discussion on intention to make any change in teaching strategies in classroom due to professional development

Due to professional development, teachers wanted to make changes in their teaching strategies.

Teaching methods contributed by the courses and workshops are useful. (n=57, 29%)

They could supplement their weaknesses after participation in professional development. (n=42, 12%)

They preferred collaboration, problem-based learning and cooperative activities as well as dialectical method. (n=20, 10%)

They modified their teaching approaches such as using teaching aids, real materials, multimedia, practical activities and video as well as internet network to be more effective in teaching learning situation. (n=44, 22%)

#### Discussion on teachers' desire to attend and participate in future Professional Development Activities

They would learn how to solve the difficulties of the subject that they teach from the mentors. (n=31, 15%)

They would discuss new teaching approaches that were effective for teaching learning situation and professional development would enhance their competency standard. (n=60, 31%)

They would acquaint with coworkers and mentor teachers. So, they would exchange experience, idea, opinion and thought and they would immitate mentor teachers. (n=53, 27%)

They were interested in collaborative activities and professional development activities were beneficial to them. (n=22, 11%)

There were 30 teachers who didn't want to participate in future professional development activities because of age. (n=30, 15%)

### **Discussion on professional development activities that teachers participated at most**

They mostly participated in courses and workshop as well as reading professional literature. (n=48,24%)

They preferred teaching in the classroom. (n=10,5%)

Teachers wanted to participate in all professional development activities. (n=82,42%)

They wanted to invent new teaching methods by doing individual or collaborative researches. (n=5,2%)

Most teachers wanted to ask for idea, opinion from mentor teachers and wanted to participate in dialogue with colleagues to get along with each other. (n=14,7%)

There were 37 teachers who didn't respond to this question. (n=37,19%)

### **Priorities of teachers for participation in professional development**

Teachers were asked to analyze teachers' motivation to participate in professional development. Teachers answered by ordering numbers (1,2,3,4) according their priorities.

There were n=21(11%) teachers whose first priorities were external regulation.

There were n=25(13%) teachers whose first priorities were introjected regulation.

There were n=90(46%) teachers whose first priorities were identified regulation.

There were n=50(26%) teachers whose first priorities were intrinsic motivation.

### **Findings from Interview**

#### **Teachers' expectations for the professional development workshops and courses**

All teachers said that the workshops and seminars should focus on teaching methodology, and time duration should be longer. They said that the programmes for beginning teachers and experienced teachers should be separated. For beginning teachers, mentoring and coaching programmes should be preferred instead of courses and workshops. The workshops and courses should prefer main points of each chapters in every subject. For Mathematics, Arithmetic and Geometry should be separated when courses were managed. Professional development workshops for assistants of laboratory should be planned for Physics and Chemistry subjects. And they said that practical courses should be modified and planned. For English language, teachers said that they wanted to know the methods of creating teaching aids in addition to charts, pictures and photographs.

#### **The reasons for participating in professional development**

The teachers said that they participated in professional development because of their enjoyment and satisfaction. They said that personal interest on teaching was very important to do activity and to participate in professional development. Teachers told that they participated in professional development to obtain the new ways of teaching that are more convenient for their pupils' knowledge level.

## **Difficulties that teachers encounter in teaching and participating in professional development**

All teachers said that there were many difficulties due to less interest and effort of students, slow rate of students' learning and weakness in students' readiness level. There were a lot of difficulties because of parents' supporting on their children were less.

## **Conclusion, Discussion and Recommendation**

According to the results, teachers often participated in professional development activities such as courses and workshops, participation in a network of teachers, engaging in informal dialogue with peers and mentoring and/or peer observation and coaching. The mean value of teachers' participation in reading professional literature was the highest and attending conferences and seminar was the lowest. Teachers comes to professional development opportunities with different backgrounds, confidence and motivation. Teachers would want to participate in professional development to do the following: improve their subject matter knowledge, be enjoyable and fun and enhance their career.

The research findings showed that the mean values of identified regulation and intrinsic motivation (autonomous motivation) was high and external and introjected regulations (controlled motivation) was low. Therefore, teachers participated in professional development because of autonomous motivation. Lam et al. (2010) found that autonomous motivation was highly and positively connected with positive attitude towards innovative teaching. This hilighted that intrinsic motivation yielded better performance on tasks that are interesting but that autonomous motivation yielded better performance on tasks that are important.

According to the One-way ANOVA and Tukey results, there were significant differences in teachers' participation and motivation grouped by their age. The work of Levinson (1978) and Neugarten (1977) has appointed to early adulthood as a period of bravado, romance and pursuit of dreams. The young adult aged 20 and 35 is on exciting search for comfort, happiness in work, family and friends. The middle age 35 to 55, provide disillusionment, reflection and reordering of priorities according to reassessment of one's capabilities and opportunities. Occupational development of teachers appeared to run counter to the needs of the teachers as they progressed through adult life cycle.

In comparing the mean values of participation in categories of professional development of teachers grouped by their teaching service, the result showed that teachers whose service are (less than and equal 3years) got the highest mean values in participating in professional development. Teachers' experience (years in the classroom) is a critical factor to consider when professional development programmes are managed. Teachers who are in the beginning of their career participate in more professional development than their conterparts (Livneh & Livneh, 1999). In comparing the mean values of participation in categories of professional development of teachers grouped by their teaching subjects, the result showed that teachers who teach art subjects got the highest mean values in participating in professional development.

In comparing the mean values of types of teachers' motivation grouped by their teaching service, all groups got the highest mean values in intrinsic motivation. And the One-way ANOVA result showed that there was a significant difference between teachers. Tukey results showed that teachers who have the teaching service of (7-18 years) and (31 years and above) got

higher mean values in external and introjected regulation than less teaching service teachers ( less than and equal 3 years).

There was a correlation between teachers' participation in professional development and identified regulation and intrinsic motivation (autonomous motivation). Thus, it can be said that there was a relationship between teachers' participation and motivation in professional development. Greene-Demers, Pelletier, and Menard (1997) reported that autonomous motivation predicted engagement in activities. Autonomous extrinsic motivation was associated with more engagement, better performance and higher quality learning. Higher motivation of teachers related with higher participation in implementation of new teaching plans, curriculum, greater attitudes and intention to adopt it in the future (Gorozidis, 2009). According to the findings from interview, teachers from (School G) wanted to participate in professional development continuously and looked for the solutions of difficulties that they have encountered in teaching learning situation. It showed that the more internalized the motivation, the more engaged they were in the professional development.

Finally, the research findings showed that teachers' three basic needs; autonomy, competence and relatedness were moderately high in mean values. Therefore, the level of teachers' satisfaction on three basic needs was moderately high. As a result, teachers' satisfied their basic needs and motivation was autonomous motivation. The correspondence of these motivational needs being met claimed that teachers' participative support and the degree at which a person's needs are satisfied can predict work-related outcomes (Baard et al., 2004).

### **Recommendation**

- Professional development should include active learning, a strong content focus, a convenient time duration and collective participation.
- Professional development activities should help teachers plan to implement changes in their classroom and should help teachers to overcome barriers they will encounter in their classroom through mentoring and coaching.
- When professional development programmes are managed, the programmes for beginning teachers and experienced teachers should be separated.
- Mentoring and coaching programmes that are organized with well-qualified mentor teachers should be preferred for beginning teachers.
- Conference and seminar tapes should be provided to teachers who are unable to attend national and international conference with an opportunity to learn new ideas from experts.
- Professional development facilitators need to be aware of the influence of teachers' motivation on their participation so they should structure the professional development to obtain participation.
- Fulfillment of innate needs (autonomy, competence and relatedness) were fostered by participating in conferences, educational workshops and reading professional literature.

### **Need for Further Study**

The research focused on the relationship between teachers' participation and motivation in professional development. Another aspect that future research should be conducted to explore influence of teachers' motivation on teachers' change. In addition, this study was conducted with

Senior teachers in South Dagon Township in Yangon Region only. Therefore, further study should be expanded to the Senior, Junior and Primary teachers from schools of other townships, regions, states of Myanmar through careful and systematic procedure.

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