ABSTRACT

Thesis Title: Teacher Motivation and Continued Professional Development (CPD) in International and Private Schools in Thailand: A Qualitative Investigation

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The current climate of educational development has seen a significant movement towards the encouragement of teacher development and a recognised need to facilitate improvements in pedagogy and ensure that lifelong learning is not just a concept that is instilled in teachers as well as students. Continued professional development (CPD) is one of the most important concepts in teaching but it seems that only lip service is being paid to this idea. Why do teachers choose to pursue it at all and what motivational factors lead to teacher pursuit of Continued Professional Development? What is the effect of Continued Professional Development on instructional ability?

These questions were investigated through a qualitative approach involving teachers at two types of schools in Thailand; International schools and Private Thai schools. The study interviewed fourteen teachers, seven from each type of school and codified the data thus leading to the development of grounded theory.
Findings were presented in narrative form, and revealed that there are huge motivational differences in the two types of schools. International school teachers were a lot more positive when describing the effects of CPD and Thai Private School teachers were predominantly negative. Teachers were also found to focus mainly on Pedagogical knowledge, with some concentrating on political, cultural and physical knowledge. No teachers related CPD to Subject matter knowledge. The teachers at the Thai Private schools identified that the CPD activities that they participated in had not much effect and were negative in relation to CPD. Thus the original Shulman model as revised by Cochran, DeRuiter, & King (1993) and which only highlighted the positive aspects of Continued Professional Development was expanded by this study to discover some activities that were actually counter productive and had a negative effect on CPD in that they were restrictive in that they limit the way that the teacher works or coercive in nature and thus forced the teacher to conform to working in a rigid manner that was socially and academically approved within the school.