TEACHER MOTIVATION AND CONTINUED PROFESSIONAL DEVELOPMENT (CPD) IN INTERNATIONAL AND PRIVATE SCHOOLS IN THAILAND: A QUALITATIVE INVESTIGATION

By
Mr. Harvey Taylor

A Thesis of the Twelve-Credits/Course ED 7004 Master's Thesis
Submitted in Partial Fulfillment of The Requirements for the Degree of Master of Education in Curriculum and Instruction Assumption University

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ABSTRACT

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

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Level of Study : Master of Education

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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.
Chapter I
Introduction

When asked, most educators will be quick to stress the importance of their own professional development and cite the necessary stress placed on continued professional development (CPD) by the teaching industry. However when pressed for details it might become quickly apparent that only lip service is being paid to the idea; with many teachers not really making any real effort to develop themselves unless there are some coercive external factors to force them to do it. There is however in the current climate of educational development 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 the students; it is also a critical facet of the art of teaching itself that can have a major role in improving instruction; yet still teachers stand idly by and do nothing.

Statement of the Problem

CPD and lifelong learning is quite a new concept, but it is one that has been accepted by most educators; not all teachers however pursue any kind of development. Finding out why teachers engage in professional development is vital to ensure that the students receive the best education possible from the best teachers. The role of teacher has changed considerably and now most teachers have to assume a variety of roles distinct from their main (and previously only) role of teacher. Teachers also have to be counsellors, educational leaders, managers, coaches, and even facilitators. Researching what teachers feel and know about their own development is essential for managing any kind of professional development as is the positive impact that professional development has upon a teacher’s abilities. Understanding how teachers can motivate themselves and be motivated to improve their teaching abilities is therefore a crucial part of teacher lifelong learning. This research will provide answers that can be used by teachers in their reflective practice to improve themselves; the
answers can also be used by school administrators and those who implement educational policy to focus on proactive generation of teacher Continued Professional Development. All the key terms in this research; motivation; Continued Professional Development; and instruction; are all very important educational concepts that have not been researched together. As this is the first time that these concepts have been researched together in this way, a qualitative approach will be used to gain a snapshot of the current situation in Thailand’s secondary schools. This proposed study will be a qualitative analysis of teacher motivation as it relates to teacher Continued Professional Development and the impact that CPD has on the method of instruction used by teachers.

The researcher has worked in an English program (EP) as well as worked with teachers from various international schools and has noticed that there seems to be a lack of motivation to innovate any kind of professional development presumably because the foreign staff do not have sufficient motivation to engage in such activities. As the researcher has been motivated to undertake continued professional development and understands his own motivation, it is very useful to research the motivational factors that affect other teachers.

Teacher professional development needs promoting and by understanding motivational factors that affect professional development and the ways that Continued professional Development can improve teacher instruction, it should be possible to encourage more effective teaching in the classroom.

**Purpose of the Study**

The purpose of the study will be to examine the motivation of foreign teacher professional development within the context of two types of educational institutions in Thailand and whether the process of CPD has an effect on the teaching and instructional methods utilized by the teachers. Two types of schools
will be examined; international schools and private Thai schools that provide English Programmes (EPs), in which all of the instruction is undertaken in English and follows foreign teaching methodologies. The researcher will examine:

- What motivates teachers to participate in Continued Professional Development.
- The ways in which professional development has an effect on the teaching methodologies and techniques employed by teachers.

Traditionally, teacher educators have identified the skills and abilities that teachers need to improve their classroom instruction and, in turn, improve student learning. Courses and workshops are prescribed, set up and implemented for teachers to learn the necessary skills and practice them in the context of their classrooms in order to improve their teaching. This process seems to be relatively simple, why therefore why does there seem to be such a huge disparity between the staff at both types of schools with those at international schools receiving a lot more support than those working at Thai schools.

**Research Questions and Sub Questions**

The purpose of this study will be to discover motivational factors of Continued Professional Development in two types of schools in Thailand and how CPD has an effect on instructional methodologies employed by the teachers.

**The Grand Tour Question**

The questions that this research will answer are as follows:

1. What motivational factors lead to teacher pursuit of Continued Professional Development (CPD)?
2. What do teachers think is the effect of Continued Professional Development on their instruction?
The Sub Questions

The following sub questions will also be asked during this research:

1. Do teachers know what CPD is and the perceived benefits of it?
2. Is there a pattern in terms of motivation that could encourage CPD?
3. Is there a pattern in the perceived benefits/detractors from CPD on instructional ability?

Conceptual Framework

The framework of this research follows three steps. Step 1 is the Initial Data Gathering with the objective of using Questionnaires to ascertain if there is motivation for CPD and thus filter Respondents. The aim will be to remove or reduce some factors from the research inter alia; only selecting teachers who have taught for a minimum length of time, have a degree, are of a certain age, are foreigners. The most important factor however is the teacher’s motivation for CPD which will not be communicated to the teacher as the rationale for the study. Step 2 makes use of Semi-Structured Interviews to in step 3 discern the factors that motivate CPD and the Effects of CPD on Instructional Techniques.

1: (Initial Data Gathering + Respondent Filtering)
Questionnaires to ascertain if there is motivation for CPD

Two Groups
Foreign teachers at international schools who pursue CPD
Foreign teachers at private Thai schools who pursue CPD

Step 2: Semi-Structured Interviews

Step 3: Conclusions and Recommendations

Conceptual framework of the research
Definition of the Terms

There is a need to define some of the terms that will be used in this study; (i) what Continued Professional Development is, (ii) some of the benefits of Continued Professional Development focussing on types of enhanced teacher knowledge, (iii) what motivation is, and (iv) the types of schools used in this research. These definitions will establish a firm context for the research.

Continued Professional Development

A general definition of continued professional development (CPD) constitutes a good starting point by placing it firmly within the context of lifelong learning.

Continued Professional Development (CPD) can be defined as a system to maintain, improve and broaden knowledge, skills and personal qualities necessary throughout a teacher’s working life.

Types of Knowledge and their Development

There are several different types of knowledge that can be used in teaching and that can all benefit from professional development; the purpose of this research will be to focus on pedagogical knowledge deriving from CPD rather than enhancement of subject matter knowledge.

Motivation

There have been many different attempts to define motivation due to the fact that it has aroused a lot of academic interest in the past and is also a very complex phenomenon to define. Motivation in this study will be simply defined as the psychological features that arouse a person to action towards a desired goal; motivation gives that person the reason for the action and is the stimulus that gives purpose and direction to behaviour. Motivation has always traditionally been defined in terms of being either intrinsic or extrinsic in nature; teachers are
more likely to be motivated if there is a reward that they value, such as a bonus or a promotion, than if there is no possibility of a reward or teacher are not satisfied if they are not appropriately compensated for their work and accomplishments, or teachers are more productive when their work is varied and challenging.

**Instruction**

Instruction is defined as any activities undertaken by the teacher that impart knowledge or skill to the students; examples include: direct instruction, group work, discussions, simulations, role-plays etc.

**International and Thai Private Schools in Thailand**

An international school is an educational institution that is responsible for providing the student education without any restriction or limitation on nationality, religion or form of government using an international curriculum and English as the medium of instruction. For the purposes of this study, the schools are all members of ISAT International Schools Association of Thailand which has 75 member schools offering a range of curricula from American, British and International systems.

Thai Private Schools for the purposes of this study are Thai Privately owned schools that have an English program and follow curricula in accordance with the Basic Education Curriculum B.E. 2544 of the Ministry of Education with English being used as the medium of instruction.

**Scope and Limitation of the Study**

This study will only focus on which motivational factors lead teachers to undertake their own Continued Professional Development, and how Continued
Professional Development has an effect on instructional techniques and styles; how the knowledge gained is employed by the teachers in their work.

A core question of which continuing teacher professional development activities have a more positive impact upon teaching and learning in school contexts will not be examined in this study. Research evidence answering this question would contribute to a key strand of the new Department for Education and Skills in the United Kingdom (DfES) CPD strategy: to help teachers to "select the development activities that are likely to have the greatest impact on their teaching."

There needs to be a thorough investigation into how different types of CPD impact upon all aspects of teaching and learning in school contexts. This issue will not be addressed in this research. The major limitation of this study is that it will only look at motivational factors that directly affect CPD from the teachers’ perspectives and how the CPD that is generated affects the instructional methods used in the classroom; not whether those activities are beneficial or whether some CPD activities are more beneficial than others.

There are also some final limitations of this research. The first is that the research will be limited to interviewing only teachers drawn from the total population of foreign teachers who work in international and private schools in Thailand. The second limitation it that the sampling for this study only takes into account teachers who are motivated in participating in Continued Professional Development and does not seek to address the flipside of this particular coin i.e. the group of teachers within the original sample or are not motivated at all to participate in any CPD activities even though there is a small group within the sample who express no interest, desire, or intention to pursue any kind of CPD. A final limitation is that the educational background of teachers in both international schools and Thai private schools possesses a degree of equivalence, thus although
some International schools tend to demand a greater degree of teacher qualification and experience, there are in the group of teachers in both types of schools, teachers that can cross the divide and would be deemed appropriately qualified in both educational environments and thus are not only limited to only working in the Thai private school sector. This study therefore in the aim to provide a general picture of CPD in the schools did not focus on educational level of the teachers interviewed as all of them had at least a bachelor degree and many of them had some kind of post graduate certificate or education related qualification irrespective of the type of school they were employed in.

**Significance of the Study**

CPD is very important for teachers to continually update their knowledge and skills to be better teachers and so that they are participants in lifelong learning themselves; so that they are not only paying lip service to the concept. Some states in the US force teachers to do further study; other countries take a more laissez faire approach and leave things up to the teacher. What is certain is that some teachers do not pursue any CPD while others do. We therefore need to investigate the factors that influence teachers in the pursuit (or lack) of Continued Professional Development and the positive effects it can have on teacher instruction.

The fact that there should be a multitude of factors that lead teachers to pursue their own Continued Professional Development (CPD) does merit research as it is already common thinking among foreign educators and educational leaders that professional teacher development and lifelong learning are important criteria for being accorded the status of an educator “As recently as 10 years ago, the idea that teacher knowledge was critical for educational improvement had little currency” (Darling Hammond, Linda 1996); There has recently been a significant paradigm shift so that “Professional development has moved from the periphery of teachers' professional lives to centre stage”, (Bain and Roskos, 1998) and with
it the dogma of lifelong learning which is relatively new terminology they have
both made a triumphant and emphatic entrance into the educational lexicon. As
educators, teachers have a duty not just of instilling the concepts, skills, and
appreciation of learning; teachers today also have a duty to manifest the
characteristics of lifelong learning themselves and of applying them throughout
the course of their own professional lives.

Professional development has become very important, there is a link between
teacher development and what they know (Sykes, 1996) and therefore it is very
important to discover what teachers think professional development is, how
teachers can be motivated to engage in their own professional development, and
an understanding of what factors effect the motivation of Continued Professional
Development (CPD). This is an essential part of trying to ensure that CPD occurs.
The other key element to understand is how CPD has an effect on instructional
techniques of the teacher; how it makes the teacher more effective at their job of
teaching students. The motivation of CPD; once is has been understood is useful
for teachers as part of their reflective practice, for administrators in managing
teachers, as well as for those who set educational policy to ensure that the benefits
of CPD can be harnessed in a positive and proactive way.
Chapter II
Literature Review

Introduction

There is huge body of research on motivation and on teacher motivation; however there is limited research examining the role motivation plays in generating teacher professional development. The main focus of most prior research was on how motivation impacts on students, or the type of management systems and practices that have positive or negative influences on teacher motivation in general. This chapter contains summaries of the theory of (i) teacher professional development in Thailand, (ii) motivational theory, (iii) other factors relating to teacher motivation, with the aim of answering the research questions in the previous chapter.

The chapter’s conclusion will contain a summary of connections that are apparent from the literature. It will also highlight some of the questions that do not seem to be answered. It is these questions that will represent the framework of the research of this dissertation.

Qualitative Methodology

There has always been a certain amount of contentiousness regarding research methods, the qualitative V quantitative debate is one that is still ongoing and many researchers nowadays are much adept at pursuing a mixed model, thus trying to make use of the advantages of both while at the same time, trying to remove any inherent disadvantages. However, even though a mixed model is more often used, both qualitative and quantitative methodologies still have distinct benefits and techniques that make sole use of either one, appropriate under certain circumstances and appropriate for certain topics.
Denzin and Lincoln (1994) define qualitative research as being:

**multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.**

Cresswell (1998) defines it as:

**an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting.**

There are therefore according to both definitions, certain characteristics of Qualitative Research that are uniform. Qualitative research tends to take an exploratory and descriptive focus, emphasising the ‘researcher-as-instrument’.

Cresswell (1994) also divided qualitative research into five main Qualitative Research Types and identified the key challenges of each mode of inquiry. For the methodology utilized in this research, the focus is places on Grounded Theory. Thus we begin with a single focus, a single idea or problem we seek to understand, not a causal relationship of variables or a comparison of groups. Although relationships might evolve or comparisons might be made these emerge late in the study after we describe that single idea.

This type of study, while a lot more “freeform” in nature; still includes detailed methods, and a rigorous approach to data collection, data analysis, and report writing with the researcher verifying accuracy. The researcher needs to analyze data using multiple levels of abstraction and attempt to engage the reader. A grounded theory study challenges researchers because the investigator needs to set aside, as much as possible, theoretical ideas or notions so that the analytic, substantive theory can emerge. Even though these new findings can further enhance or modify theory that already is in existence, an open mind has to be
maintained at all times. The researcher also faces the problem of determining when categories are sufficiently developed or when the theory is sufficiently detailed.

Interviews are one of the major sources of data collection in qualitative research; they are also one of the most difficult techniques to use correctly. In qualitative research the interview is a form of discourse or two way communication. According to Mischler (1986) interviews have a distinctive structure and the interviews are shaped and organized by asking and answering questions. An interview therefore, is a joint product of what interviewees and interviewers say how they interact with each other. The record of an interview that researchers make and then use in our work for subsequent analysis and interpretation is a representation of that conversation.

Interviewing brings its own techniques; Patton (1987) identified three types of probes: detail-oriented probes, elaboration probes, and clarification probes. Detail-oriented probes are used in our natural conversations to get more detail. These types of follow-up questions are designed to fill out the picture of whatever it is we are trying to understand. Elaboration probes are designed to encourage the interviewee to tell us more. Clarification probes are used when the researcher might be unsure of what the interviewee is talking about or what they mean. The burden placed on the researcher is the all these techniques must be employed “on the fly” and as the interview progresses. Therefore a certain familiarity with interviewing and interviewing techniques is required, that familiarity bringing not only the confidence to conduct the interviews but also to make use of the different techniques appropriately and as required.

The rationale for using a qualitative research methodology for the topics covered in this paper is more fully explored in chapter three.
**Continued Professional Development**

CPD has become important; a growing number of states, for example, now mandate continuing professional education for licensure renewal and invest considerable resources in in-service activity. (Sykes, 1996)

The value of CPD will be discussed here and how it benefits the teacher, the students, and the schools. There is no requirement for foreign teachers in Thai schools to pursue any kind of professional development, international schools on the other hand, take a more laissez faire attitude; making money available to the teachers for their development and setting broad criteria that should be adhered to on the part of the teacher.

A general definition of continued professional development (CPD) constitutes a good starting point by placing it firmly within the context of lifelong learning. Consequently, we believe the educator’s professionalism entails long-term reflective development of dispositions, knowledge, and skills through a series of stages from neophyte to expert professional (Pelletier & Shore, 2002).

The professionalism of all educators is therefore intrinsically linked to the development of skills, knowledge, and attitudes on the part of the teacher. Given the nature of learning as a social mechanism, it is possible to further broaden this general definition from an individualistic perspective dealing with an individual’s development and move it conceptually to one that also deals with facilitating development of colleagues, co-workers, and subordinates. Continued professional development therefore is should both be viewed as being both intrinsic and extrinsic in nature; in short, it shares some common ground with motivational theory.

Another working definition of Continued Professional Development (CPD) defines it as a system to maintain, improve and broaden knowledge, skills and
personal qualities necessary throughout a teacher’s working life, Professional development can be defined as a process of:

**maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers according to a plan formulated with regard to the needs of the professional, the employer, the profession and society.** (Madden & Mitchell, 1993)

There are many varied forms of professional development, with the only commonality being that CPD as a definition pertains to learning after initial qualification as a teacher and there is also a consensus that CPD is a continual process that is in fact a crucial part of lifelong learning. Professional development consists of:

**planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment consists of all natural learning experiences and those as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.** (Day, 1999)

When people consider professional development most, will immediately assume that it takes the form of a course that includes formal classroom instruction or perhaps even distance learning. The courses may be external to their employment or they can be conducted in-house. They will always include time spent in preparation and follow-up, either through lectures or self study activities and will always include some form of assessment. CPD however refuses to be so neatly pigeon holed, there are many other activities that can be utilized by teachers to acquire and develop knowledge and skills pertinent to their profession.
Self-directed learning Activities and other skills training; including non-assessed domain related courses such as those offered by education and learning institutions, professional bodies and employers, or at professional events by professional training which can be organized throughout the duration of a teacher’s employment are a second type of professional development. Although they might not be certified or accredited they are still recognized as a vehicle of knowledge and equally applicable in facilitating professional development.

Attending conferences or seminars can also be included as CPD as long as the content relates to the development of the teacher’s professional career. Seminars and conferences are probably the most easily accessible type of professional development available to educators as conferences are usually of quite a short time duration and do not require a huge investment of either time or money. Conferences and seminars, furthermore, are also places where papers can be presented which can also form a part of teacher professional development and enables development to move from the lower cognitive level of simply receiving information to actually participating in the process of educational research.

Service to the profession, particularly where it contributes to the continuing professional development of others is another type of professional development. When a teacher contributes to the development of others, the very nature of the process will also lead to a greater understanding of themselves as well, particularly if they analyze themselves introspectively (Dewey, 1938)

Professionals employed in academic positions can also enjoy good relations with business and industry to the benefit of their nominated profession of teaching, research and practice. This type of professional development also includes academic visits and working with external academic institutions.

The reform of schools and the educational system is also dependent on teachers who in developing themselves can also improve student achievement through
better instruction by the teacher as a result of CPD. Better learning for children, it is believed, derives from well-informed teachers (Sykes, 1996). Although the theory and practice of teaching in some schools, has been particularly difficult to change (Tyack & Cuban, 1995) and in spite of the fact that many resources have been provided to further help teachers develop professionally, many studies have subsequently highlighted the failings and shortcomings of many of these efforts (Guskey, 1986; Slavin, 1987; Sykes, 1996). Changing what teachers do everyday has not proved easy and encouraging teachers to participate in their own professional development beyond what the requirements are to obtain a teaching license has not proved easy.

CPD is therefore the development of oneself, a development that is unceasing, that lasts for the duration a teacher’s working life, and is individually tailored to each and every teacher with no two teachers having the same professional development requirements.

There is potentially some confusion between Continued Professional Development (CPD) and Continuing Education (CE). Continuing education is undertaken for personal growth and is not specifically attached to career development. CPD has to be directly attributed to a teacher’s career; we can therefore conclude for the purposes of this study that the components of Continued Professional Development within the field of education; defined by the CPD Review Group; are as follows:

1. Formal Education and Short-Courses.
2. Learning Activities and Skills Training
3. Conferences and Seminars
4. Presentation of Papers
5. Service to the Teaching Profession
6. Industrial and Research Involvement (per academia)
There are therefore many varied forms of professional development, with the only commonality being that CPD as a definition pertains to learning after initial qualification as a teacher and there is also a consensus that CPD is a continual process, which is in fact a crucial part of lifelong learning. The definition of professional development is based on precise activities which can further be defined types of activity; CPD can therefore coalesce into 4 distinct types of professional development which will be used for this research. Fowler (1996), presented 4 types of CPD:

1. Work-based activities
2. Personal activities outside work.
3. Courses, seminars and conferences.

The previous definitions all relate to educational within a western context, they therefore only cover the definition of professional development as it applies in International schools where the majority of schools make available a fund for each teacher to use for their own development as they see fit provided it fits within the criteria of professional development and the development plan that has been agreed between the school and the teacher. The definitions do not however cover the concept of professional development in relation to the Thai educational system, and in particular in relation to the foreign staff teaching within a Thai educational context.

More recent research has also stressed the importance of incorporating other less self directed methods of CPD such as a mentor-coaching initiative model to enhance teacher pedagogical practices. (Onchwari G, Keengwe J, 2008). It has also continued to highlight the importance of CPD. The integral value to CPD has been cited again and again.
There is little doubt that there is a need to recognize, the value of teacher professional development and by strengthening funding for teacher education in various areas. (Sleeter, 2008)

In some developed countries, professional development is more strictly regimented and controlled than it is in Thailand which lets a more laissez faire attitude prevail. Continued Professional Development programs in countries such as the UK, USA, Australia, et al. all characterize effective professional development based on content focus, that it should be extensive and of a sustained duration, and should have some connection to practice and to influences on teachers' practice. (Heck, Weiss, and Rosenberg S, 2008). In some educational jurisdictions, CPD forms a symbiotic relationship with teacher certification, where it teacher certification helps development in several ways: enhancing reflection on teaching practice, establishing a professional discourse community, raising the standards for teaching performances, and facilitating collaboration (Park, Star, Oppong, 2007). In the UK, the General Teaching Council (GTC) has instigated a scheme to accredit professional development providers under a Teacher Learning Academy (TLA) program. These plans also coincide with changes to performance management regulations that require teacher professional development be tied to salary. (Milne, 2007). What we are starting to see is the irreversible and inextricable link between CPD and teaching. CPD schemes have existed from other professions for a long time and it seems that many governments are keen to see them apply to teachers as well.

Attempts have been made by the Thai government to try to ensure that opportunities for the professional development of teachers in Thailand exist and are practiced. According to Charupan, (2004) “The poor quality of education and the decline in the quality of Thai teachers have been long noted but right solutions
have not been forthcoming” and there is in fact no adequate provision for professional development

To counter this, the Office of the Education Council, part of the Ministry of Education formulated an Education in Thailand 2004 policy document to define and clarify the improvements that needed to be made which in 2008 have culminated in two tests for teachers in Thailand. The first test is a culture test and the second test being related to pedagogical knowledge (although this test is waived for anyone holding a relevant education related qualification)

Strengthening Professional Development focuses very much on the following developments which will be discussed in more detail in the literature review.

**Continued Professional Development in Thailand**

Assessing the status of professional teacher development in Thailand is very difficult as there is a lack of published work on the topic and what work there is, is either not available in English or does not relate to Foreign teachers who teach in the Thai system. Likewise there is a lack of documentation specific to foreign teachers in Thailand, there is however some documentation that relates to either the correct international academic system that is in use and can be applied within a Thai context as the academic system is the same; also, there is some research from other Asian countries that also have international schools.

There has been an attempt to reform the means of the professional development of teachers in Thailand due to the “The poor quality of education and the decline in the quality of Thai teachers“, (Charupan, 2004). Reform of teacher education and development is an enormous task, however one of the main objectives is to improve the teaching quality in high schools on key subjects, namely mathematics, science (physics, chemistry, biology and computer science), Thai and English, which means not only a change in teacher training but also a change
in teacher development; the focus of professional development falls within the following categories.

1) Formal Academic Programs
2) Short training courses
3) School based training

These are all based on the motivations of Scholarships, job security, and rewards, and freedom of choice

The provision of formal academic programmes with scholarships provided for master’s and doctoral degrees in the fields of science and technology as well as academic training activities have been provided for qualified teachers through development and support of Teachers with Special Talents in Science and Technology. So far, 42 scholarships at master’s and doctoral degree levels have been granted to teachers with special talents in related fields; and 168 scholarships at the secondary level and 812 scholarships at higher education level were granted to students with special talents in related fields. (Education in Thailand, 2004)

Strengthening professional development focuses very much on formal academic development and on the adoption and utilization of technology

Sections 65 and 66 of the National Education Act require the development of knowledge; capabilities; and skills required for personnel and learners. Such development focuses on the ability of producers and users of technologies for education in production and utilisation of technologies that are appropriate; of high-quality; and efficient and the ability of learners using these technologies to acquire knowledge on a continual lifelong basis.

(Education in Thailand, 2004)
Training in IT-related skills for teachers and educational personnel in higher education institutions are two important objectives to enable users of technologies for education to promote self-study as well as ability in applying technologies to education and in accessing information. A number of teachers have also been trained to use ICT in developing teaching-learning materials placing emphasis on the development of IT-related skills for teachers, and the integration of IT into their teaching-learning processes, research and development process, educational services and administration; and transfer of knowledge and skills in using IT to their students through the teaching-learning process.

According to Charupan (2004), “Most teachers will be encouraged to take part in in-service training regularly”, a special allowance will be provided to spend on teacher development with “government, private sector or non-government organizations (NGO), locally or abroad.” Teachers will however have to bear any cost above the value of the coupons, and the coupons in any case are not available to foreign teachers. The courses are all to be short training courses, to supplement the longer, formal, academic courses that will also be made available.

Teachers are also to be “empowered by academic coupons to receive in-service training of own choice,” (Charupan, 2004) where the money for training is given to teachers rather than training institutes, which would enable teachers to choose their own training programs that are suitable to their needs instead of being sent by the schools to some training programs that are unsuitable which is somewhat similar in outlook to the schemes funded by the international schools; foreign teachers will not be eligible to participate even if they are working in a Thai government school.

Training courses are provided to place emphasis on the usage and role of Information Technology; ranging from basic computer skills to the usage of multimedia in the teaching learning process; e-learning and the focus on
increasing the utilization of the Internet to provide distance learning services is also a major factor in the Thai Ministry of Education’s Development Plan for Teachers. The Thai Ministry of Education have implemented a 3-year project in which 3,000 teachers are to be trained to use computers; the courses are divided into 3 distinct types; from simple everyday use; to producing multimedia and using software in the teaching-learning process. For this plan, the Thai Ministry of Education allocated a budget for the fiscal year 2002 of 162,334,200 baht or about 4,058,355 dollars. In terms of the number of personnel that were trained, this plan has achieved great success: instead of training only 203,475 teachers, faculty staff and educational personnel as planned; the MOE was able to organize the training for approximately 58 percent of teachers; equivalent to 353,407 teachers. However, no foreign teachers were able to participate or make use of this scheme as it was limited to the Thai teaching staff only.

Other seminars and training focused on photography and audio-visual techniques so teachers can produce television programmes for education. The Distance Learning Foundation (DLF) has organized several training courses for teachers; A Flexible Learning System: to provide training on distance education methodology; training for teachers responsible for the provision of distance learning via Satellite; Education in Thailand (2004) stresses seminars and training for teachers are:

A crucial factor in the transformation of Thai society into a knowledge-based society, effective utilization of technologies for education can help improve the quality of teaching and learning as well as make lifelong education for all Thai people more promising. In this regard, continuous and concrete actions must be taken to deal with the priority tasks. These include development of materials and other technologies for education and bridging the digital divide between Thailand and other countries as well as between Thai people living in urban areas and those living in rural areas.
School based training is another aspect of Continued Professional Development that will be pushed. There will be School-based Training (SBT) for In-service Teacher Development, (Education in Thailand, 2004). On the job training will be introduced as an effective and sustainable method of teacher training that takes place in educational institutions four pilot projects have already been launched, a National Teacher Project, Master Teacher Project, Project on Research and Development on Models of School-Based Training and Projects to Support School-Based Training: Policy and Strategic Plan for In-service Teacher Development for the Promotion of Learning Reform; again, these projects are for the Thai teaching staff only and there is not provision to cater for any of the foreign staff teaching in Thai schools.

One major change to official policy in Thailand is a new “5 - step Career Ladder for Teaching Profession Development” which is shown below.

<table>
<thead>
<tr>
<th>Current Teachers</th>
<th>New Generation Teachers</th>
</tr>
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<tbody>
<tr>
<td>Royal Academy of Teachers</td>
<td>Production of New Generation Teachers</td>
</tr>
<tr>
<td>National Teacher Awards</td>
<td>School</td>
</tr>
<tr>
<td>Level 1, 2 and 3 (9 years)</td>
<td>Rating</td>
</tr>
<tr>
<td>Academic Coupons (life time)</td>
<td>School Visits</td>
</tr>
<tr>
<td>New Generation Teacher (3 - 5 years)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of the National Education Commission

Although not all steps relate to Continued Professional Development of Teachers; Step 1 provides an alternative Teacher Training System to try to encourage alternative methods in teacher training in order to produce new generation of teachers and step 2 promotes the concept of a new generation teacher who has
one to three years of work experience and has certain qualities in line with the specifications laid down by the New Generation Teacher Standards which means that the identified teachers will be supported to develop his own profession.

Step 3 has the provision of Academic Coupons and for step 4, National Teacher Awards are all related to professional development. The vouchers are to encourage teachers to participate in regular training of their own choice, allowing them to choose training programs suitable to their needs. Teacher awards aim to help raise esteem in the teaching profession by praising teachers with high professional achievement. This is done by evaluating the past performance of the teacher and asking them to undertake special innovative projects for development of teacher training and expansion of development network.

Step 5 establishes a Royal Academy of Teachers: which is an academic community, taking care of the development of values and standards in the teaching profession and should act as a conduit to promote and monitor teacher Continued Professional Development.


No education program can ever provide complete knowledge to the students. Hence, students will have to continue learning after finishing their formal education. To stay competitive in the future, a person has to keep on educating oneself throughout life. So, "Education for Life" should be more emphasized than "Education for All"

Supposedly there is a paradigm shift away from teaching what to learn, to teaching how to learn. The role of teachers in Thai schools is expected to change to one of teachers as facilitators or managers of learning, not just of their students, learning, but of their own as well.

This change in 2004 is supposed to build on the 1999 National Education Act which required the teaching profession to be developed on a continuous basis and
the “pedagogical practices to be shifted away from teacher-centred towards learner centered pedagogies, (Charupan, 2004)

A wide variety of motivational factors to encourage Continued Professional Development in the Thai system will be brought into play; focusing on scholarships and job security.

The Education in Thailand report, (2004), puts emphasis on a 5-year project in which in-service administrators of educational institutions are trained for a postgraduate certificate at their respective educational institutions. This began in 2003, and approximately 30 million baht has been granted for its implementation in the first year. The annual target of the project is to train 5,000 in-service administrators of educational institutions for a postgraduate certificate in educational administration.

Teacher licensing is another factor that is used to help prompt Thai teachers to participate in their own Continued Professional Development, in order to be eligible for a license, teachers are required to train for a postgraduate certificate in education.

The annual target of the project is to train 3,000 in-service administrators of educational institutions for a master’s degree in educational administration. However, the annual target was not met in 2003.

The aim of all this is to recognize the importance of the teaching profession and the quality of teaching and learning, however nowhere does the system set out to promote professional development for foreign teachers, the system outlined in the Thai educational system is ultimately only for the benefit of the Thai teachers where outstanding teachers are selected and rewarded. In this regard, “several awards have been given to National Teachers, Master Teachers, Spearhead Teachers and Thai Wisdom Teachers.” (Charupan, 2004).
International and Private Schools in Thailand

An international school is an educational institution that is responsible for providing the student education without any restriction or limitation on nationality, religion or form of government. An international curriculum is used and English is used as the medium of instruction. Most schools are members of ISAT International Schools Association of Thailand which has 75 member schools offering a range of curricula from American, British and International systems.

All international schools are accredited by external organizations such as the Western Association of Schools and Colleges (WASC), the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS).

International schools in Thailand cater for a diverse student body and offer an education following either the British, American, or International Baccalaureate system, there are country specific schools that exist but as they do not attract a diverse student body and do not instruct mainly in English they will not be focused on in this research.

The American Education System works at a federal level. As there is no national curriculum pertaining to the whole country, all curriculum, standards, and testing; are all enforced at the federal level. The American system therefore has a variety of curricula that all pertain to the respective state that the school resides in.

International schools following the British use the English National Curriculum as a basis for their educational programmes. This system is based on Key Stages that all students follow to chart their scholastic progress. All children follow the same standards and are assessed in the same way.
The International Baccalaureate has three coordinated programmes of study for children aged 3-19. All of the programmes are similar and are learning centred and inquiry based, with the aim of developing well-rounded, reflective, and compassionate young adults.

There are some other schools that follow the national curriculum of countries other than the UK or USA. These can offer the advantage of following a system close to or the same as the curriculum found in a home country, often making easier a return to the home country school system. These schools usually have a higher proportion of families and native speaking teachers from a specific country, and in Thailand there is a Japanese School and a Singaporean School.

Thai Private Schools have been in operation for quite a long time, in the case of the oldest; Bangkok Christian College, for more than 100 years. English programs however are a recent innovation. Assumption College opened their English Program in 2002 as a selective program for students who want to learn and enhance their English skills.

Most curricula are in accordance with the Basic Education Curriculum B.E. 2544 of the Ministry of Education. English being used as the medium of instruction just as it is in the international schools, however particularly at the older student age levels; there is not much variety in the subjects offered. The subjects normally offered are Mathematics, English, Science, Physical Education, Health Studies, Occupational Work and Computers. Some subjects are conducted in Thai; the Thai language, and Social Studies. There is no centralized testing methodology in place, and schools overall have a greater degree of autonomy than they do in the international system.
How CPD makes a teacher more effective

The effects of CPD on teaching will be discussed here to show how vital and important the process of Continued Professional Development is.

According to Shulman (1993) there are several distinct types of knowledge that can be developed in teachers with CPD fulfilling a crucial role in teacher development.

Subject matter knowledge

Subject matter knowledge is the most conventional form of knowledge and is defined as what teachers know about the subject that they teach. It is probably one of the most critical aspects of teachers' knowledge as teachers cannot teach what they do not have subject mastery of, “content knowledge is integral to teaching” (Grossman, Wilson, and Shulman 1989, and Shulman, 1993), most CPD however does not tend to focus on improving subject matter knowledge as it is normally assumed that subject mastery has been accomplished to a satisfactory level prior to the person becoming a qualified teacher.

Pedagogical knowledge

Pedagogical knowledge relates to what teachers know about their own teaching, the methods that they choose to employ when they teach and some reflective practices that enable them to develop. Reflection alone, however, it not enough and some professional development is necessary to give direction and provide stimulus for positive change.
Pedagogical content knowledge

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the way teachers relate their pedagogical knowledge to their subject matter knowledge. It is the combination or the synthesis of pedagogical knowledge and their subject matter knowledge that culminates in pedagogical content knowledge.

Cochran, DeRuiter, & King (1993) revised Shulman's original model to be more consistent with a constructivist perspective on teaching and learning. They described a model of pedagogical content knowledge that results from four major components; the two most obvious being subject matter knowledge and pedagogical knowledge; the third component of teacher knowledge is “teacher knowledge of student ability; and learning strategies, ages and developmental levels, attitudes, motivations, and prior knowledge of the concepts to be taught.” (Cochran et al, 1993)

Understanding of social, political, cultural and physical environments

As social, political, cultural, and physical constructs are constantly in a state of flux, constant updating of knowledge is a requirement. Understanding of political factors will be highly dependent on the government of the day.

These four components of teachers' knowledge all contribute to a fully holistic understanding by the teacher called pedagogical content knowledge. Pedagogical content knowledge continues to grow as teachers spend time doing in their role as teacher and as they gain experience. These can also be enhanced by participating in CPD, and will all hopefully improve a teacher’s instructional ability.
Motivation

Motivation is a psychological feature that arouses a person to action towards a desired goal; motivation gives that person the reason for the action and is the stimulus that gives purpose and direction to behaviour. “Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behaviour.” (Biehler and Snowman, 1997)

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards. Pastor and Erlandson (1982) conducted a survey which found that teachers perceived their needs and measured their job satisfaction by factors such as the extent that they can participate in decision-making, the freedom and independence they have in their work, the challenge the experience in their role, and lastly the opportunities for learning that they have. Pastor (1982) concludes that high internal motivation, work satisfaction, and high-quality performance depend on three "critical psychological states": experienced meaningfulness, responsibility for outcomes, and knowledge of results.

Sergiovanni (1984) concluded that teachers derived greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible. Most research it seems has focused on teachers deriving satisfaction and therefore motivation from students. It should be possible for teachers to stimulate motivation from each other; from the administrators and management of schools, and to stimulate motivation to improve internally without too many external factors coming into play.

Motivational Theory

“Motivation is psychologically complex, no general and comprehensive theory exists.” (Ellis, 1984) and as a consequence there are many behavioural theories that attempt to explain motivation in the workforce. Although a lot of motivational theory comes from research in the field of business rather than the
field of educational research, it is still relevant and will be examined in this part of the thesis. Biehler and Snowman, (1997) defined motivation as “the forces that account for the arousal, selection, direction, and continuation of behaviour.” According to Curzon, (1990) motivation is a "person's aroused desire for participation in the learning process" and (Rogers A, 1997) stated that "motivation is usually defined as those factors that energise and direct behavioural patterns around a goal". There is a large area of overlap and consensus in the varied definitions. The beginnings of motivational theory took shape from the writings of Abraham Maslow (1970), Douglas McGregor (1967), Frederick Herzberg (1964), and, more recently, Edward L. Deci (1975).

The earliest research in motivation comes from the work by Abraham Maslow who developed the Hierarchy of Needs model which was first published in the book “Motivation and Personality” in 1954. The theory assumes that for all of us there is “a hierarchy ascending from such basic physiological needs as hunger and thirst through safety and love needs to needs for esteem, and ultimately, self-actualization” (Mischel, 1973)

McGregor’s (1967) X, Y theory was first proposed in “The Human Side of Enterprise”. X, Y theory is best known for its two managerial theories, Theory X and Theory Y, which emphasize, respectively, extrinsic and intrinsic rewards.

David McClelland studied high-achieving individuals and this research led McClelland to believe that the need to achieve is a distinct human motive, which can be isolated and assessed separate from other needs. He identified several common characteristics among high-achieving individuals, including the ability to set high, yet obtainable goals, a concern for personal achievement over external rewards for success; and the desire for performance-related feedback rather than attitudinal feedback. McClelland found that achievement-motivated people consistently think about how to do things better. This as a result also increases
achievement. McClelland found that motivation; the need for achievement is one that can be taught and learned.

Frederick Herzberg's book “The Motivation to Work”, was first published in 1959 based on his observations of two hundred Pittsburgh engineers and accountants and has subsequently been a widely replicated study in the field of workplace psychology. Herzberg constructed a two-dimensional paradigm of factors which affect people's attitudes about work.

Satisfaction and dissatisfaction at work nearly always come from different factors, and are not just opposing reactions to the same factors, as had previously been believed. Herzberg showed that there are some factors that truly motivate which he termed “motivators”, whilst at the same time there are other factors that tend to lead to dissatisfaction called “hygiene factors”.

Some researchers have raised questions about the applicability of Maslow's and Herzberg's theories to teaching with the key issue of whether educators are the same as business employees. Arguments have been put forward that teaching is a “vocation” and that perhaps teachers might not respond to the same motivational factors that business people respond to. In this literature review, the researcher will look at conventional motivational theory from the fields of both business and education; and will place the theories within the context of stimulating motivation and thus facilitating professional development.

The following theories/theorists will be discussed

- George Mayo
- Maslow: Hierarchy of needs
- Vroom Expectancy Theory
- Douglas McGregor: Theory X, Y
- William Ouchi: Theory Z
- Rensis Likert: Management systems
- David McClelland: Achievement motivation
Motivation theory will be summarized and related to motivation of teachers.

**George Mayo**

Perhaps the very first research on human relations and motivation theory was conducted by George Mayo at the Hawthorne Works of the General Electric Company in Chicago between 1924 and 1927. From this research, Mayo concluded that work is a group activity and that the primary need is for recognition, security and a sense of belonging and that these factors are far more important in motivating employees both in terms of keeping people motivated as well as making them motivated in the first place than the physical conditions of the workplace. Mayo postulated that complaints often are a symptom of disdain over an individual’s status position at work. Social demands both inside and outside the workplace that are in fact uncontrollable contribute to the attitude and effectiveness of an employee.

Mayo’s theory in relation to motivating or stimulating professional development in teachers places great emphasis on recognition, security and a sense of belonging. One very important conclusion was that teachers as informal groups exert a great deal of influence within an educational institution and that group collaboration is an important facet of employee motivation which needs to be managed and guided; planned and developed. Thus formal training requirements for teachers once they have qualified and met minimum standards could lead according to Mayo a situation where teachers are not motivated to develop themselves unless there is somehow an application of informal peer influence exerted upon the institution and therefore by extension to the profession of teaching itself.
Maslow’s Hierarchy of needs

The earliest research in motivation comes from the work by Abraham Maslow who developed the Hierarchy of Needs model which was first published in the book “Motivation and Personality” in 1954. The theory assumes that for all of us there is “a hierarchy ascending from such basic physiological needs as hunger and thirst through safety and love needs to needs for esteem, and ultimately, self-actualization” (Mischel, 1973)

Maslow (1970) argued that everyone needs to satisfy two basic levels of needs: lower level needs (physiological, security, the need for love and belonging) and then higher level needs (esteem and self-actualization). Once a need is met, it becomes less important as a motivator.

The Hierarchy of Needs theory is still valid today in helping us understanding motivation, personal development, and is just as applicable to business and education as it was when it was first conceived. The Hierarchy of Needs deals with the responsibility of employers to provide an environment that encourages and enables employees to fulfil their own unique potential and achieve self-actualization.

Maslow’s Hierarchy of Needs has been extended through interpretation of his work by other people, and these other models are referred to as the adapted seven and eight-stage Hierarchy of Needs models. Most people however consider Maslow's 'original' five-stage Hierarchy of Needs model to be the definitive concept in explaining motivation.

Hierarchy of needs theory follows the premise that each of us is motivated by our needs. The most basic needs were have are inborn and have evolved over tens of thousands of years, therefore the Hierarchy of Needs helps to explain how these needs motivate us all and that we must satisfy each need in turn, starting with the
first, which deals with the most basic needs for survival itself and then we can progress to fulfilling the other higher needs. Once lower order needs have been satisfied it is possible to concentrate on emotional needs, and then subsequently the needs of influence and personal development; if the things that satisfy our lower needs are no longer available then it means we are no longer concerned about the maintenance of our higher order needs.

The five stages are:

1. Biological and Physiological needs - air, food, drink, shelter, warmth, sex, sleep; the things we need to stay alive.
2. Safety needs - protection from elements, security, order, law, limits, stability, protection from physical harm, continuing income and employment.
3. Social Needs - work group, family, affection, relationships, etc. sense of belonging and membership.
4. Esteem needs - self-esteem, achievement, mastery, independence, status, dominance, prestige, managerial responsibility, individual’s self-worth and self-confidence.

5. Self-Actualization needs – is the final need which some people have said it never obtainable, it is just simple the goal realizing our personal potential, self-fulfillment.

Applying Hierarchy of needs theory to facilitate teacher motivation could be implemented in many different ways.

Commencing with the physiological needs of teachers, schools could do their best to provide for basic needs by providing lunch, ensuring that rooms are at an appropriate temperature, making sure there are adequate facilities to carry out their duties.

Safety needs can be satisfied by supporting teachers so that lessons are well planned and implemented in an orderly fashion, classroom behaviour on the part of the students needs to be well controlled with a school policy in place to deal with any problem behaviours that may be exhibited by students. Emergency procedures need to be well planned and understood as well as practiced from time to time. There needs to be a fair discipline policy that applies fairly to teachers as well as students as well as consistent expectations from the school and parents. The attitude of the administration should not be judgemental; it should be pleasant and non-threatening with appropriate praise given for good work.

Social needs relates to a network of relationships within the workplace, interactions between teachers and their colleagues; between teachers and the administration; and between teachers and students and their parents. Socially teachers need good networking and good support from their administration and educational leaders; teacher need to feel that they are well known within the
educational institution, that there is someone available to talk to in the event of a problem; that they receive positive comments and feedback as opposed to focussing on the negative. In summation; schools should be supportive of their teachers and show that they value teacher thoughts, opinions; and show trust of teachers by providing situations where teachers can work together and build confidence.

Esteem needs is where CPD becomes of more vital importance; especially in relation to not just extrinsic esteem from others; but also with intrinsic esteem needs. Esteem needs can be satisfied by developing new knowledge based on background knowledge so as to help ensure workplace success.

Management needs to be available & approachable so that teachers who have difficulties feel comfortable asking for help. All teachers within any organization need to be involved in school management and in the decision making process itself.

Institutions need to be alert to any difficulties teachers may have so they can intervene as soon as possible in a positive way; when there are disciplinary problems with any individual teachers, the matter should be resolved as privately as possible.

The crux of the matter is to develop a working environment where teachers are trusted, encouraged, and involved. Members of staff and all stakeholders in the educational process need to cooperate in such a way as to develop trust between group members, they should give recognition to teachers for special effort, and provide mechanisms that not only measure the teachers, but that also measure the effectiveness of the school to the extent that they support their teaching staff.

Maslow’s hierarchy model culminates in the final stage of Self-actualization which is the realisation of personal potential and self-fulfillment. As related to
motivation and Continued Professional Development; teachers would expect to do their best because that is what they want to do for themselves. Teachers would have freedom to explore and develop on their own and would therefore be enthusiastic and proactive in exploring professional developmental educational opportunities without there necessarily being a primary financial motivation or any other superfluous reward.

Maslow's Hierarchy of Needs is a broad concept that sometimes seems to be overly simplistic, once a need is satisfied the person moves onto the next, and to an extent this is entirely correct. However an overly rigid application of this interpretation will produce a rigid analysis, and people and motivation are more complex.

While it might be broadly true that people move up or down the hierarchy, depending what is happening to them in their lives, it is also true that most people's motivational 'set' at any time comprises elements of all of the motivational drivers. Like many simple models, Maslow's theory not a fully responsive system it is a guide which requires some interpretation and thought, given which, it remains extremely useful and applicable for understanding, explaining and handling many human behavior situations.

Teachers are less satisfied with their personal achievement of esteem which is a middle level need according to Maslow than with their achievement of self-actualization, (Gawel, 1997). Two reasons may explain this difference, firstly self-actualization provides the basis for self-esteem; and secondly, self-actualized performance is also a basis for reputation and the esteem of others.

**Victor Vroom: Expectancy Theory**

Vroom's 'expectancy theory' which was first published in “Work and Motivation” in 1964 placed great emphasis on leadership style which should be 'tailored' to
particular situations and particular groups. According to Vroom, individuals act in
certain ways depending on the expectation that an act will be followed by a given
outcome and on the attractiveness of that outcome to the individual.

This relates to the key questions of how hard an individual will have to work;
meaning that effort is linked to performance. What the reward would be for any
given task; linking performance directly to reward; and finally, how attractive the
reward is.

According to Vroom, in some situations it appears best for the boss to make
decisions while in others it is best for the group to arrive at a consensus.
Individuals should be rewarded with what they perceive to be as important rather
than what the manager thinks is important. While one individual may value a
salary increase, another may desire promotion. Expectancy theory provides the
insight that individual goals influence individual performance, as each individual
is different it should appear that there might be no commonality between factors
that influence motivation of CPD and the effect it may have on instructional
techniques.

**Douglas McGregor: Theory X, Y**

McGregor’s (1967) X, Y theory was first proposed in “The Human Side of
Enterprise”. X, Y theory is best known for its two managerial theories, Theory X
and Theory Y, which emphasize, respectively, extrinsic and intrinsic rewards.
Theory x and theory y are still referred to commonly in the field of management
and motivation, and although the rigidity has been questioned by recent studies;
McGregor’s X, Y Theory is still used to teach positive management styles and
techniques and it is still central to organizational development, and to improving
organizational culture. Deci (1975), in his book “Intrinsic Motivation”, showed
how bad use of extrinsic rewards undermines intrinsic motivation and that intrinsic motivational factors are better conducive for promoting motivation.

McGregor's X, Y theory is a simplistic theory of rules for managing people, which states that there are two very different approaches to managing people. Many managers tend towards theory X, an authoritarian management style which follows the premise that the average person dislikes work and will avoid it if they can and that therefore most people need to be coerced into working well with the threat of punishment; and that the average person wants to be told what to do; normal people avoid responsibility they are not too ambitious, and they place security as the most important aspect of work. Managers and administrators who follow theory X strategies generally tend to get poor results.

Theory Y is a more, participative management style which is in direct contrast with theory X and produces better performance and results as it allows people to grow and develop. Theory Y follows the theory that people are self-controlled and can motivate and direct themselves in obtaining organizational objectives, without there being the need for the threat of punishment. Theory Y also believes that people accept and often seek responsibility and that people have the capacity to use a high degree of imagination, ingenuity and creativity to solve any problems they encounter, distributed in the population. Theory Y administrators are a lot more trusting that theory X ones and perceive effort in work as being natural; that commitment to objectives is a function of rewards associated with their achievement.

Teachers remain “motivated in a profession when stress is kept at a minimum” (Czubaj, 1996) and it is clear that a manager who exhibits theory X behavior; who is results and deadline-driven, to the exclusion of everything else; is intolerant; who issues deadlines and ultimatums; and is distant, detached, and aloof and arrogant; a manager who has a short temper and shout and issues instructions,
directions, edicts and who demands and never asks will successfully construct a work environment that is highly stressful. Any environment where the administration take criticism badly and do not welcome suggestions, that seeks to apportion blame instead of focusing on learning from the experience and preventing recurrence is not going to promote motivation in their teaching staff.

What therefore is required is a move away from the more archaic, dictatorial style to one that relies on team building and one that promotes two way communication and that listens to criticism, asking all the time of the staff what can we do to make it better for you and therefore by extension also better for the institution you are working for. Theory X,Y places a huge emphasis on working environments, ignoring factors that are intrinsic in nature and stem from the perception of teaching as being very vocational in nature.

**William Ouchi: Theory Z**

Theory Z whilst it is not an extension of his McGregor’s X, Y theory; William Ouchi, in his book “Theory Z: How American management can Meet the Japanese Challenge” (1981) chose to name his model “Theory Z”, which gives a very strong indication that if even though it is not directly derived from the McGregor theory, it does at the very least follow some of his ideas.

Theory Z advocates a combination all the positive aspects of theory Y and modern Japanese management, it emphasizes the large amount of freedom and trust that workers are given, and assumes that workers have a strong loyalty and interest in team-working and the organization. It also places a lot more reliance on the attitude and responsibilities of the workers, whereas Mcgregor's X, Y theory focused more on motivation from the manager's and the organization’s perspective.
For teachers this means that in order for them to be motivated, they require freedom to make decisions in an environment that engenders trust. If these two factors are not forthcoming, it is likely that teachers will not be motivated to any great extent, the will not engage in CPD, and their instructional techniques will not evolve and consequently will not improve.

Rensis Likert: Management Systems

Rensis Likert, through his research on human behaviour within organizations, identified four main management systems. In the exploitive-authoritative system: decisions are imposed on subordinates from above; motivation is therefore coerced upon staff by threats. High-level managers have a large responsibility, whilst at the same time the lower-level employees have little or no responsibility. In an exploitative authoritative system there is little communication and no joint teamwork.

The second system Likert proposed was the benevolent-authoritative system postulates that leadership is a condescending form of master-servant trust; therefore, motivation is mainly characterized by rewards. Managers feel responsibility, while lower levels do not; there is little communication and little teamwork.

The third system is the consultative system where superiors have substantial, yet not complete, trust in their subordinates; motivation is by reward and some involvement; a higher proportion of personnel feel responsibility for achieving organizational goals; there is some (vertical and horizontal) communication and a moderate amount of teamwork.

The final management system is the participative-group system where superiors have complete confidence in subordinates. Motivation is based on economic
rewards which themselves are based on clearly defined goals. The goals are themselves set within a cooperative framework with consultation with personnel at all levels. Thus staff feel a joint responsibility for meeting agreed organizational goals in a climate where there is open communication and an atmosphere of cooperative teamwork.

This fourth system is the one which is the ideal a human-concerned organization, and all organizations should adopt this system (Likert, 1967). Clearly, the changes involved may be painful and long-winded, but it is necessary if one is to achieve the maximum rewards for the organization and empower their teachers so that they have the necessary motivation and support to pursue their own professional development.

David McClelland: Achievement Motivation

David McClelland studied high-achieving individuals and this research led McClelland to believe that the need to achieve is a distinct human motive, which can be isolated and assessed separate from other needs. He identified several common characteristics among high-achieving individuals, including the ability to set high, yet obtainable goals, a concern for personal achievement over external rewards for success; and the desire for performance-related feedback rather than attitudinal feedback. McClelland found that achievement-motivated people consistently think about how to do things better. This as a result also increases achievement. McClelland found that motivation; the need for achievement is one that can be taught and learned.

McClelland very much puts the emphasis on the individual, setting high but obtainable personal goals, this is something that can not only be applied to the teachers themselves, it is something that teachers can take on board and propagate to their own students in the measurement and evaluation methodologies and rationale.
Frederick Herzberg Motivation and Hygiene Factors

Frederick Herzberg's book “The Motivation to Work”, was first published in 1959 based on his observations of two hundred Pittsburgh engineers and accountants and has subsequently been a widely replicated study in the field of workplace psychology. Herzberg constructed a two-dimensional paradigm of factors which affect people's attitudes about work.

Satisfaction and dissatisfaction at work nearly always come from different factors, and are not just opposing reactions to the same factors, as had previously been believed. Herzberg showed that there are some factors that truly motivate which he termed “motivators”, whilst at the same time there are other factors that tend to lead to dissatisfaction “hygiene factors”.

According to Herzberg, all human beings have two sets of needs; firstly as an animal to avoid pain, and secondly as a sentient being; to grow psychologically.

Herzberg's research showed that people will strive to achieve hygiene needs because they are unhappy without them, but once satisfied the effect soon wears off and the satisfaction derived from their satiation is temporary provided that the hygiene needs are constantly fulfilled.

Hygiene factors includes things like company policy; the organization, its policies and administration; working conditions, status, security, relationships with supervisors and subordinates, the type of supervision employees receive; and also encompasses working conditions, interpersonal relations, salary, status and security. These factors on their own do not necessitate high levels of motivation, but if these needs are not met, it does lead to dissatisfaction and can lead to a lack of motivation.

The factors that according to Herzberg produce motivation are achievement and recognition at work, the duties and responsibilities of the word itself, the potential
of advancement, and the possibility of personal growth. The underlying theory behind this dual layered approach is to that treating employees as well as possible minimizes dissatisfaction from the hygiene factors and that when people receive recognition for achievement, it drives interest and a sense of responsibility, allows individuals to grow and advance in their work and consequently motivates them. Herzberg’s theory therefore has two components: hygiene factors and motivational factors and both must be considered simultaneously to achieve the desired outcomes of motivating staff.

Herzberg found that there are five factors in particular that are strong determiners of job satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) are ones that are associated with long-term positive effects in job performance and are therefore ones that need to be satisfied in teachers so facilitate a state of motivation which will culminate in professional development; while the hygiene factors consistently produce only short-term changes in job attitudes and performance, which quickly return to their original level.

One problem with Herzberg's work is that it occurred in 1959; too long ago to be relevant; and it was not undertaken in the field of teaching, (Bellott and Tutor 1990). Bellott and Tutor believe that teachers are as influenced by motivation factors as by hygiene factors which is a position contrary to Herzberg's hypothesis that hygiene factors do not motivate.

**Chris Argyris: Bureaucratic systems**

Bureaucratic values still dominate many organizations when what is required to promote motivation is a more humanistic value system. According to Argyris, being part of a bureaucratic or pyramidal system culminates with poor, shallow, and mistrustful relationships. As these relationships do not allow natural and free expression of feelings, they are not authentic and result in decreased interpersonal
competence. “Without interpersonal competence or a 'psychologically safe' environment, the organization is a breeding ground for mistrust, inter-group conflict, rigidity, and so on, which in turn lead to a decrease in organizational success in problem solving.” (Argyris, 1980)

If, on the other hand, humanistic or democratic values are followed; trusting, relationships will develop among people and will result in increased interpersonal competence, more cooperation and flexibility, which will result in increases in organizational effectiveness. In this kind of environment people are treated as human beings where both organizational members and the organization are given opportunity to develop. Motivation is something that comes naturally or intrinsically from a humanistic work environment; whereas in the hierarchical model, motivation is something that is forced onto people using extrinsic factors. Human relationships are most effectively influenced through authentic relationships, internal commitment, psychological success, and the process of confirmation.

The fact that bureaucratic values still dominate many organizations, according to Argyris, has produced many current problems and a lack of motivation in staff; resulting in widespread worker apathy and lack of effort. Argyris contends that, in many cases, people are kept from maturing by management practices impeding staff development as the those management practices mean staff are given minimal control over their environment and are encouraged to be passive, dependent, and subordinate.

This situation also occurs in many school systems, where most high school students and even some staff are subject to many rules and restrictions, Rules come from a head teacher, a head of department, or even a Ministry of Education. Teachers in some schools have very little say in how things are run in an
educational institution, they therefore not going to be motivated to develop themselves unless the work environment is one that enables teachers to not be stifled by layers of bureaucracy, essentially stifling them and disempowering them.

**Money as a motivator**

Many people argue that money is a primary motivator whilst others argue that money is not the main motivator and that there are bigger and more sustaining motivators than money.

Many surveys repeatedly show that other factors motivate more than money and a recent survey conducted by Development Dimensions International in 2004 that was subsequently published in the UK Times newspaper, interviewed 1,000 staff from companies employing more than 500 workers, and found many to be bored, lacking commitment and looking for a new job. Pay was fifth in the reasons people gave for not being happy in their jobs.

The main reasons cited in the survey were lack of stimulus and there being no opportunity for advancement which are all classic Herzberg motivators; 43% left for better promotion chances, 28% for more challenging work; 23% for a more exciting place to work; and 21% for more varied work.

Money is certainly important, and a personal driver, if teachers do not have enough for a decent existence, or if they are trying to achieve a degree of financial independence by buying a house, but beyond this, money is not for the vast majority of teacher a sustainable motivator in itself. A study of members of the Tennessee Career Ladder Program showed that teachers in the program do not match the behavior of people employed in business; the findings disagree with Herzberg in relation the importance of money as a motivator and, with Maslow in regard to the position of esteem in a person's hierarchy of needs. (Gawel, 1997)
Some research already indicates that money is not a significant factor in motivating teachers; “there is a body of research into the effects of pay – performance-related. The findings are not conclusive, however, in supporting the belief that performance-related pay will improve motivation,” (Chamberlin et al 2002).

**Educational Theory**

Educational research, distinct from business theory of motivation will be presented and discussed. This part will also present other factors that have influence on teacher motivation as well as focussing on specific ways in that research has showing how motivation in teaching differs from motivation in business.

Effective teachers are described as caring about learning and teaching. (Walls and Von Minden, 2002) and although many resources have been committed to professional development and improved teaching, study after study reveals the failings and shortcomings of many of these efforts (Guskey, 1986; Slavin, 1987; Sykes, 1996). Changing what teachers do everyday has not proved easy (Bain and Roskos, 1998) and encouraging teachers to motivate themselves for their own development is a precursor for affecting change which leads us to the conundrum that teachers are reluctant to be coerced into developing themselves, and yet they lack the motivation to do it on their own. Fowler (1996) states that the “emphasis in CPD is on what you can do for yourself.

As “highly motivated teachers teach students to become highly motivated themselves, repeating a positive, productive cycle. (Czubaj, 1996), it should follow that we should be doing the most we can to ensure that teachers are motivated in every aspect of their job. Continued Professional Development is a vital aspect of teaching, and will only manifest itself when teacher are motivated. Professional development is receiving more and more attention as the philosophy
of lifelong learning is being embraced consensually in the academia of educational philosophy; to be applied not just to the students; but also to be applied to the teachers, “CPD is relevant to all teachers. It is about making progress in the teaching profession, increasing teachers' skills, knowledge and understanding.” (Teachernet) Some countries even have legislation in place to ensure that professional development within the teaching community is something that is legislated for, Sykes (1996) states that a “growing number of states, for example, now mandate continuing professional education for licensure renewal and invest considerable resources in in-service activity.” We are in the middle of a huge change in thinking which has the potential to affect all teachers at all levels, “School districts and grass roots networks are creating partnerships to support teacher development and to rethink schools.” (Darling Hammond, Linda 1996)

Unfortunately, “We are a product of what we have been taught. Teachers have been taught extrinsic modes of motivation and therefore the teachers who have been taught extrinsic modes of motivation pass on the same methods to their students, a form of motivation burdened with stress, anxiety, and low self-esteem, (Czubaj,1996).

Fowler, (1996) highlights the importance attached to CPD by the teaching establishment that “Most professional institutes now require evidence that members are following personal programs of continuing professional development. Detailed requirements concerning the nature, volume and recording of CPD vary, but basic principles are common to all.”

Teacher development is necessary, “incidental or intuitive learning is rarely sufficient. Learning, and therefore personal development, can be massively enhanced by a planned and systematic approach.” (Fowler, 1996) This can be seen as an extension of Dewey’s reflective practice in a more formalized and standardized form. Although the emphasis of Continued Professional
Development is supposed to be “on what you can do for yourself. The key is to think about learning rather than training, and to recognize that the majority of people's learning is derived from sources other than course attendance.

Schools are now expected not only to offer education, but to ensure learning. Teachers are expected not only to "cover the curriculum" but to create a bridge between the needs of each learner and the attainment of challenging learning goals. (Darling Hammond, Linda 1996) and at the very core is the teacher whose knowledge and skill can tip the balance in favor of improved student achievement (Sykes, 1996) and CPD is the key that can unlock this achievement and ensure that new teachers who may have incomplete or superficial levels of pedagogical content knowledge (Carpenter, Fennema, Petersen, & Carey, 1988; Feiman-Nemser & Parker, 1990) can improve and develop themselves.

CPD can play a vital role in plugging any weaknesses or dealing with particular problems that teachers may have. New teachers usually rely on unmodified subject matter knowledge which is often directly extracted from the curriculum; they can tend to make broad pedagogical decisions without assessing students' prior knowledge, ability levels, or learning strategies (Carpenter, 1988). These teachers have been shown to find it difficult to link pedagogical ideas and subject matter concepts (Gess-Newsome & Lederman, 1993). These studies indicate that some teachers have concerns about pedagogical content knowledge, and they struggle with how to transform and represent the concepts and ideas in ways that make sense to the specific students they are teaching (Wilson, Shulman, & Richert, 1987). Grossman (1989) shows that this concern is present even in new teachers who possess the substantial subject matter knowledge gained through a master's degree in a specific subject matter area, and Wilson (1992) documents that more experienced teachers have a better "overarching" view of the content field and on which to base teaching decisions. CPD in this context can provide a bridge between experienced teachers and those who have problems in presenting
ideas to students in a way that are relevant, interesting, and easy to understand. CPD can affect teacher instruction at every level, bringing great benefits, enhancing student understanding, and allowing the teacher to reach their full instructional potential.

Most business and educational research shows that the management style and the organization play a major role in teacher motivation; the fact that motivation might not be high means that school leaders need to be able to enhance intrinsic motivation among teachers in schools. There changes in intrinsic empowerment can only occur “through changes in organizational culture; changes that would enhance meaningfulness, a sense of competence, and self-determination”, (Thomas & Velthouse, 1990).

Rogers & Shoemaker (1971) put forward a model in which a small group of people innovate and drive change who are followed by a small group of pacesetters, and a middle majority move forward more gradually. Bringing up the rear are those who move only when compelled. This provides a very useful perspective from which to view CPD. Houle (1980) suggested that one of the main objectives of professional bodies in encouraging CPD is to motivate those who are slow and require compelling. This agrees with Madden & Mitchell's findings, where bodies which confer a license to practice tended to adopt a sanctions approach to promoting CPD which might be expected to encourage those who are slow to adopt rather than to encourage those who are really innovators.

While several bodies promote CPD through a mixture of codes of practice and through events such as conferences and seminars, the rationale is usually based on updating teaching skills and teaching competence. A CPD scheme is therefore seen as a means of promoting learning, development and professionalism among practitioners, as well as a means by which the profession is seen to be maintaining
its standards. However in spite of all the efforts and importance placed on CPD, it is clear that some teachers fail to maintain a level of competence in spite of participation in CPD, (Lester, 1999).

There are problems moving from an extrinsic model to an intrinsic, teacher-led one. "The real test of CPD is not whether you attended a particular course … It is whether your CPD actually improves your professional competence" (Fowler, 1996) Gear et al, (1994) argue that “it is the informal which looms largest and the formal inputs which play a supporting role", meaning the teacher has the driving role in motivating themselves in pursuing their own CPD and improving their own instructional methodology, it can't be forced on teachers from above. If coercive methods are use it could just lead to a meaningless “paper chase” with the sole purpose of satisfying the criteria, (Lester 1995). A too rigorous an approach to external enforcement could lead to an out flux of teachers leaving the profession (Becher, 1999).

**Motivation to Improve Instruction**

Teachers are viewed as being an essential ingredient of finding solutions. The challenge of motivating teachers to high levels of performance is a question that may never be solved to the satisfaction of all as an ever higher level of performance will mean higher goals and even higher performance. Current school environments however are a reward-scarce setting for professional work and often seem to work against teachers’ best efforts to grow professionally and improve student learning (Peterson 1995). Much teaching work is carried out in self-contained classrooms that isolate the teaching staff from the support of colleagues. The very structure of the organizational structure means that teachers are difficult to supervise and perhaps do not receive regular feedback from others, teachers find often find it very difficult to work together.
New forms of professional development have been called for by school reformers. Lieberman (1995) argues for a "radical rethinking" of professional development that could facilitate teacher growth. Teachers need to have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement (Frase 1992). Peterson (1995) has also called for a new direction in teacher evaluation that will bring better results more in sync with the goals of Continued Professional Development. There is a need to emphasize teacher evaluation and to put the teacher at the centre of the evaluation activity.

According to Johnson (1986), measures used to boost teacher motivation are based on three theories of motivation and productivity:

**Expectancy theory**: Individuals are more likely to be motivated if there is a reward that they value, such as a bonus or a promotion, than if there is no possibility of a reward.

**Equity theory**: Individuals are not satisfied if they are not appropriately compensated for their work and accomplishments.

**Job enrichment theory**: Workers are more productive when their work is varied and challenging.

There are many factors that affect teacher motivation; from context factors: the teaching environment, to work content factors (teaching). Teaching environment context factors include working conditions such as class size, discipline conditions, availability of teaching materials; the quality of the supervision; and basic psychological needs such as money, status, and security. Work content
factors are intrinsic to the work of teaching. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, and empowerment. Some researchers argue that teachers who do not feel supported in these states are less motivated to do their best work in the classroom.

Conclusions

Some argue that attempts to improve teaching practices suffer from unexamined habits and assumptions about what constitutes effective professional development (Tyack & Cuban, 1995). Normally efforts have focused on upgrading teaching techniques or reorganizing institutional structures and these efforts, with the aim of altering elements of instruction do not explore, challenge, or extend teachers ideas about pedagogy. Two recent thrusts in professional education make this observation clear: the application of effective schools research to teachers' development and school restructuring to empower teachers. Unfortunately neither approach grappled with a fundamental element in the teaching and learning interaction--the teacher's mind. (Bain and Roskos, 1998)

There is no argument that CPD is important as it leads to teachers being able to be more productive and effective at work, the motivation for such development needing to come from within the teacher. As Fowler (1996) states:

“Professionals need to update their knowledge and develop their skills continuously, and that the primary responsibility for this lies with the individual, not their employer. Studying for formal qualifications at the beginning of a career provides a valuable base, but it cannot address the major changes that will affect professionals later in their careers. Lifetime learning is therefore essential.”
There is no doubt that motivated teachers are more effective than those who are demotivated, “highly motivated teachers teach students to become highly motivated themselves”, (Czubaj, 1996). Those teachers who do engage in CPD are contributing to the improvement of the quality of education provided in the classroom. (Day, 1999)

Successful organizations and employers will be those who genuinely care about, understand, encourage and enable their people's personal growth towards self-actualization - way beyond traditional work-related training and development, and of course way beyond old-style X-Theory management autocracy, which still forms the basis of much organized employment today.

The best modern employers and organizations are beginning to learn at last that sustainable success is built on a serious and compassionate commitment to helping people identify, pursue and reach their own personal unique potential.

Motivation to work must be fostered by modern principles and techniques, and not by the old system of rewards and threats. Employees need to be seen as people who have their own needs, desires and values and their self-worth must be maintained or enhanced and this requires an organization of tightly knit and highly effective work groups which are committed to achieving the clearly defined objectives of the organization. Supportive relationships must exist within each work group.

Whilst some emphasis has been placed on the importance of leadership within the work environment (Thomas and Velthouse, 1990); where leaders can nurture intrinsic motivation in the workplace by encouraging collaborative relationships and by facilitating personal growth, (Davis, and Wilson, 2000). The fact is, schools are not the sole factor that influences CPD; some educational initiatives come from political pressure and contain professional development or technical assistance components to support teachers (Partee, and Sammon, 2001); studies
suggest that knowledge gained from formal CPD often has little effect on enhancing teacher practice unless it is developed alongside experiential, know-how learning and can be integrated with the teacher’s knowledge, successful CPD needs to be integrated into practice for it to make any difference. (Houle et al, 1987). If CPD can be not forced upon teachers and can be integrated into current teacher knowledge and practice, it can improve instructional strategies to ensure that every student can reach the standards, and it can at the same time extend teacher subject area knowledge to include the different or higher levels of content that are now required, (Partee and Sammon, 2001).

The crux of the research is to ascertain what factors lead to teachers undertaking their own Continued Professional Development, and how any CPD can lead to improvements in teaching. The research will aim to ascertain broadly whether the factors that lead to teachers following some kind of Continued Professional Development are Intrinsic or Extrinsic in nature, and what those factors are. The literature review indicates that most teacher development should come from intrinsic motivational factors. The aim of this research is to see whether this is true, and if it is; what the factors are. The alternative is that “we are still a product of what we have been taught and that extrinsic modes of motivation are still being perpetuated (Czubaj, 1996) it is vital therefore to research what types of motivation are being practiced in our schools, not only for the benefit of the teachers, but also, more importantly, for the benefit of the students after all; the job of teacher is one that requires development of knowledge and skill, (Pelletier & Shore, 2002) and the maintenance and enhancement of knowledge, (Madden & Mitchell, 1993).

CPD has issues, not least on how it can be made into a meaningful exercise and not just to satisfy a teaching board (Lester, 1995). CPD needs to improve a teacher’s professional competence, (Fowler, 1996); especially the way that they undertake their instruction which is the most important aspect of being a teacher.
Several authors claim that ultimately a person accomplishes a task as a means of meeting personal needs such as self-actualization (Herzberg, 1966), self-determination (Deci, 1980), and self-acceptance or social-acceptance (Covington, 1984; Maehr, 1984), comprehensive supervisory controls should not be necessary to motivate teachers to pursue CPD, (Reiger and Stang, 2000). Teachers nowadays be able to motivate themselves intrinsically without extrinsic factors being brought to bear, they should understand the nature of CPD, make use of the knowledge and skills that can be derived from it to improve their own instructional techniques, and thus become better teachers; this should be a process that forms part of a teacher’s lifelong learning.

Although the majority of research points to teachers being generally motivated by intrinsic factors, it would seem that for the motivation of CPD, this is not believed by many governments, educational departments, and schools; who all seemingly follow a very coercive approach; perhaps because they believe in the importance of CPD, and that a teacher must improve their instructional techniques from it which will ultimately lead to students benefiting. There is a requirement to ascertain what factors lead to teachers undertaking their own Continued Professional Development; whether they be intrinsic or extrinsic in nature; what those precise intrinsic and extrinsic factors are; and how teachers apply CPD to ultimately lead to the improvement of their instructional methodologies and how they perceive those improvements to their methods of classroom instruction.
Chapter III
Research Design and Methodology

Assumptions and Rationale for a Qualitative Design

This chapter discusses the methodology used in this study, the intention being to explore the research questions set out in Chapter 1. These questions were intended to investigate motivation in regards to Continued Professional Development (CPD) as teaching professionals. This chapter presents the appropriateness of interpretive, qualitative research within the context of this study and is followed by an examination of the particular methods that were employed for the purpose of data analysis.

The design used in this research follows a Qualitative Mode of Inquiry as outlined by Glesne & Peshkin (1992), and thus:

- Ends with hypotheses and grounded theory
- Focuses on Emergence and portrayal
- Uses the researcher as an instrument
- Is naturalistic and inductive
- Searches for patterns
- Seeks pluralism and complexity
- Culminates with a descriptive write-up

The data of qualitative inquiry is most often people’s words and actions, and thus requires methods that allow the researcher to capture language and behaviour. The most useful ways of gathering these forms of data are participant observation, in-depth interviews, group interviews, and the collection of relevant documents, (Maykut & Morehouse, 1994)

The nature of the examination of factors leading to the motivation of Continued Professional Development and the effects teachers feel it has on their instruction is one that does not lend itself to quantitative research as there are too many variables to consider. Therefore, qualitative methodology is best suited to
examine the scale of the question posed by this research as "it is as important to look in detail at a small number of cases as it is to look generally at a large number of typical cases" (Hitchcock and Hughes, 1989). The problem statement is not one that is static; it is one that might possibly change. The questions asked in this research will be a starting point for the study. The researcher chose qualitative methods because this topic needs to be explored; the variables cannot be easily identified and theories are not available to explain the behaviour of participants and theories need to be developed. There is also a need to present a detailed view of the topic; quantitative methods cannot be used to gather this information.

The study will ensure that the theoretical framework generated is understood and is based on the data from the study; will be useful to the extent that it is worthwhile and able to explain the phenomenon of motivation of Continued Professional Development and what the participants believe are the positive and negative effects of CPD on their teaching; and that the framework will be valid to the extent that people can believe in the research findings.

The sheer variety of factors that can motivate and demotivate teachers in following a plan of Continued Professional Development is one that is best suited to a qualitative methodology. Accordingly this research will not be looking into an outcome or product; this research will be concerned with the process of motivation leading to the development of CPD in teachers and explaining why, while also examining the process of motivation from a negative perspective where it inhibits or does not promote teacher participation in Continued Professional Development.

A qualitative naturalistic-interpretive paradigm was followed for this study; meaning that data was gathered, coded, and interpreted using the researcher as an instrument and that this research attempts to generate a theory that will reflect and explain the data collected.
The theoretical framework adheres to the concepts of validity and reliability as they apply to qualitative research (Schwandt, 1994, Sandelowski, 1986); looking at the true value; that there this is an adequate representation of the researcher’s construction of reality; applicability, fittingness or transferability; consistency, the dependability of the research methods used and the ability of other researchers to follow the method used; lastly the neutrality of the researcher and his auditability.

This includes comparability, enabling comparisons to be made with other groups; translatability; the ability to make comparisons confidently by clearly explaining the research methods, analytic categories, characteristics of group studied. (Goetz &, LeCompte 1982)

There are many strategies for achieving credibility in qualitative research. This study makes use of some of them including triangulation (multiple sources of data); member checks (research participants/informants); developing a trusting relationship with research participants as a fellow teacher; and obtaining a deep and complex understanding of the phenomenon under study.

Triangulation using multiple contexts; a variety of schools; and observations made by the researcher is also used; as well as peer debriefing and sharing data with expert colleagues. Faculty and thesis advisors function as auditors who can verify the steps taken before arriving at data analysis and interpretation; who can check the logic of the chronology of the research process and verify that a systematic process was undertaken.

To Sum up, this research will establish validity and reliability in regard to the methodology used and the conclusions reached. A qualitative approach will be used for this research as there are many factors that could influence motivation; either in a positive or in a negative way. Some factors could be intrinsic to the individual like age, gender, level of education; other might be extrinsic in nature; for example school management style, government educational policy, the local
ministry of education, and even teachers’ unions. This study requires a degree of flexibility and freedom that could not be satisfied quantitatively.

**The Type of Design Used**

This research focuses on the thoughts and feelings of the selected teachers in regards to their views on their own motivation for Continued Professional Development and how they feel it has an effect on their instructional ability. The research will use a questionnaire to filter respondents, and qualitative semi-structured interviews.

The participants in this investigation are fourteen full time foreign teachers who are all employed teaching at the secondary level in Thailand. Seven foreign teachers who work in international schools in Thailand are interviewed as well as seven foreign teachers who work in Thai private schools. This will be a good indication of teacher motivation, and the amount of CPD they do.

Semi-structured interviews are used as the main method to collect data for the study since an interpretative approach (qualitative in nature) is used for the research. The central concern of interpretative research is understanding human experience at a holistic level. Because of the nature of this type of research, investigations are often connected with methods such as in-depth interviewing, participant observation, and the collection of relevant documents.

The researcher used semi-structured interviews; using a set of open-ended questions which are carefully worded and arranged for the purpose of ensuring that there is as little variation as possible in the questions posed to the interviewees. Although this method provides less flexibility for questions, following up on issues raised is possible, depending on the nature of the interview and the skills of the interviewers (Patton, 1987) and the questions can be elaborated on and followed in whatever order is appropriate.
Total Population

As there is a very large population of foreign secondary school teachers in Thailand in international schools, and foreign teachers working in Thai high schools, it will be necessary to sample the population. There are 47 EP programs at Thai Secondary Schools as defined by the Thai ministry of education, and there are 75 international schools as defined by ISAT (International Schools Association of Thailand) offering a range of curricula from American, British, and International systems. Some schools have fifty or more teachers while others only have around twenty teachers, therefore an estimation of approximately 30 foreign teachers working at each school.

International schools 75 schools X 30 teachers = 2250 teachers
Thai Schools with English programs: 47 schools x 30 teachers = 1410 teachers.
Some Thai schools with English programs are unfortunately very reluctant to discuss the number of foreign teachers employed perhaps due to legal issues and the fact that they could employ people or are not appropriately qualified or do not have the required work permit and other related paperwork to work legally.

Sample

The purpose of sampling is to “study a representative subsection of a precisely defined population in order to make inferences about the whole population” (Arber, 1993). However, as this research is a qualitative study, this type of sampling procedure is not appropriate for this study. This study will focus on what teachers in international and Thai schools feel motivate them to

Bryman (1988) points out that qualitative research follows theoretical logic rather than statistical logic. According to Mason (1996), purposive and theoretical sampling is “a set of procedures where the researcher manipulates their analysis, theory and sampling interactively during the research process to a much greater extent than in statistical sampling”; purposive sampling the researcher a degree of
flexibility to choose participants that can represent features and opinions focusing on the topic of the research. Mason (1996) also explains that theoretical sampling means “selecting groups or categories to study on the basis of their relevance to your research questions, your theoretical position”

For the first part of this research, the population of foreign teachers in Thailand was invited to fill in a first stage questionnaire to generate a stratified sample; Participants were then classified into two groups of teachers who all undergo some kind of Continued Professional Development: those who work in an international school; and those who work for an English program in a Thai school. Participants who did not undertake any kind of CPD were excluded.

Respondents were not told the reason why they are being asked to complete the questionnaire to ensure that honest results are obtained. Questionnaires were disseminated to schools via other students in the faculty of education at Assumption University who also participated in the survey. The results from this type of respondent-driven sampling were also added to the stratified sampling being undertaken and from this total sample, fourteen teachers were randomly chosen from both types of schools for interview. Initially it had been hoped that it would have been possible to reach a greater diversity of teachers through the use of the Internet and targeting teachers, however the response from the websites was not positive and there was a great deal of reluctance from foreign teachers who work in Thai schools in particular to give any information in respect to their qualifications and experience and therefore the choice was made not to use this method of data collection as the researcher felt that there were problem with reliability and validity. Therefore the snowball sampling through the students of the faculty of education yielded more reliable respondents and was the method used in this research.

As suits a qualitative investigation, in-depth semi-structured interviews were used as the main method to collect data for the study since an interpretative approach
(qualitative in nature) was used for the research. The central concern of interpretative research is understanding human experience at a holistic level, “The data of qualitative inquiry is most often people’s words and actions, and thus requires methods that allow the researcher to capture language and behaviour. The most useful ways of gathering these forms of data are participant observation, in-depth interviews, group interviews, and the collection of relevant documents” (Maykut & Morehouse, 1994)

The number of teachers sampled is relatively small compared to the total population of foreign teachers working in international schools or in Thai private schools, as in a qualitative approach “it is as important to look in detail at a small number of cases as it is to look generally at a large number of typical cases”, (Hitchock and Hughes, 1989)

Therefore the research will focus on two distinct types of teacher:

1. Foreign teachers who work in an international school (Example: NIST) who undertake professional development
2. Foreign teachers who work in a Thai private school (Example: Assumption College) who undertake professional development

The participants in this investigation will be fourteen full time teachers who are all employed teaching in Thailand. A full list of both types of schools that are pertinent to the study is listed in the appendix.

The semi-structured interviews then focuses on interviewing the two groups that have been identified from the large population of foreign teachers working at the secondary level in Thailand.

• **Group 1**: Seven foreign teachers from an international school who are motivated to engage in CPD activities
• **Group 2**: Seven foreign teachers from a Thai private school who are motivated to engage in CPD activities

**Role of the Researcher**

The researcher will have worked in an English program (EP) as well as worked with teachers from various international schools and has noticed that there seems to be a lack of motivation to innovate any kind of professional development presumably because the foreign staff do not have sufficient motivation to engage in such activities.

The researcher was not a qualified teacher before embarking on a Masters of Education degree, the researcher therefore understands his own motivation and this research is an attempt to ascertain why other foreign teachers participate in their own Continued Professional Development and what effects if any Continued professional Development has upon the methods of instruction employed by the teacher and how effective they feel the development they have engaged in has been at making them more effective at teaching.

The researcher in this research will function as the instrument. The researcher will analyze the relevant literature; carry out the first step of the screening questionnaire to isolate the key demographic group of teachers to be studied. The researcher will then carry out the interviews and any relevant observations. Finally the Researcher will transcribe and analyze the data looking for patterns and using the three methods; literature review, interviews, and observations; will culminate with conclusions and recommendations.

**Boundaries of the Study**

The research will be divided into two parts; the first part is designed to segment the original sample so that we have ten teachers from both type of school (A private Thai school that has an English programme and an International School)
that engage in CPD. There are many demographic factors that could be used such as teacher age, gender, level of education, length of time teaching and their impact on the level of motivation, which is why a qualitative approach is more appropriate.
Research Plan

**Step 1: (Initial Data Gathering Filtering of Respondents)**
Questionnaires to ascertain if there is motivation for CPD carried out via websites and through students at the faculty of education.
- Age
- Years teaching
- Level of Education
- Age level taught
- Subject taught
- Nationality
- Type of School
- Presence of motivation for CPD

Motivation produces CPD (to filter teachers and produce 2 groups)
Foreign teachers at international schools who pursue CPD
Foreign teachers at private Thai schools who pursue CPD

**Step 2: Semi-Structured Interviews**
Factors that motivate CPD
Effects of CPD on Instructional Techniques

**Step 3: Conclusions and Recommendations**
The full population of foreign teachers was sampled as follows:

The research focuses on teachers who are at a stage in their career where they are most likely to develop themselves and should fulfil certain other criteria which means the researcher can eliminate certain variables from the later data analysis.

Therefore this research will sample when considering the teachers to include the following.

- Length of time teaching 2 – 20 years (Question 3)
- Aged 27 – 45 (Question 5)
- Type of school; international or private (Question 10)
- Participation in CPD (Question 11)

This was done in the first stage of the research and is related to the draft instrument for the first stage cited in the data collection below which will isolate candidates for further interview based on the criteria below on the basis that new teachers will not be interested in CPD and that certain demographic and cultural factors are reduced.

After collecting the data from stage one it was used to define the two groups and thus made it possible to carry out the interviews of the seven participants of the two different groups

The next stage shifted from the filtering of respondents to the qualitative research methods that have been outlined already. This final part of the instrument measured what teachers think effects motivation, what their conception of CPD is, and measured the extent of the professional development they have been engaged in, as well as what motivated them to pursue CPD and the effects they perceive CPD has on their teaching ability and the methodologies and techniques they utilize in the classroom.
Data Collection Procedures

Step one: Screening Questionnaire

Background and demographic data was collected to give the original sample of foreign teachers from which the fourteen teachers who are motivated in participating in CPD were selected; teachers from international schools; and teachers from private Thai schools.

This was conducted in two ways; an invitation was put online on teaching websites that are related to teaching in Thailand to fill in the screening questionnaire. Respondents were not told the reason why they are being asked to complete the questionnaire to ensure that honest results are obtained. The websites all pertain to teaching in Thailand and have a very large readership. The websites used were; www.ajarn.com; www.thaivisa.com; www.teflwatch.com; and www.teachasiaonline.com. This method of getting respondents was discarded due to concerns in relation to the validity and reliability of the responses and the negativity of the teachers who collaborate on these teaching websites). Instead this study relied on questionnaires which were disseminated to schools via other students in the faculty of education at Assumption University and the researcher himself via colleagues and co-workers at the British Council who worked at the appropriate type of schools that had been identified. All responses were stratified to give a sample from which a random selection was made.

The screening questionnaire was as follows:

1) Gender: Male/Female
2) What is your name?
3) How long have you been teaching?
4) How long have you been teaching in Thailand?
5) How old are you?
6) What is your level of education?
7) What is your nationality?
8) What subjects do you teach?
9) What age do you teach?
10) What type of school do you work for? English Program/ International School
11) Do you engage in any kind of Continued Professional Development (activities to improve you as a teacher)
12) Contact details; Telephone/ Email address

Step Two: Filtering of respondents

All respondents were then filtered and a sample of fourteen teachers was randomly selected from the respondents; teachers from international schools; and teachers from Thai private schools.

Step Three: interviews

A standardized open-ended semi structured interview was used for the second part of the research. Researchers using this approach prepare a set of open-ended questions which are carefully worded and arranged for the purpose of ensuring that there is as little variation as possible in the questions posed to the interviewees, however the interviewer does have the flexibility to probe further on any relevant issues and seek further clarification where required.

Important data from the first questionnaire was verified before moving onto the other questions.

- Length of time teaching
- Teacher age
- Type of school
- Active participation in CPD
Once the data had been verified, the researcher moved onto the interview questions which focused on discovering what motivational factors affect CPD and what the effects of CPD are on teacher instruction.

1) Do/did you like working at your school? Why?
2) How motivated are you as teacher? Why?
3) What, in your opinion, are the qualities of a good teacher?
4) Have you ever felt cared about by your school? What did the school do?
5) Have you ever had a negative experience at school? If yes, what? How could you both have behaved to avoid conflicts?
6) What motivates you to develop yourself as a teacher?
7) Is teacher motivation the responsibility of the teacher, the school or the students? Why? What is the role of each?
8) What in your opinion is Continued Professional Development?
9) CPD can be defined as work-based activities, personal activities outside work, courses, seminars and conferences, self-directed and informal learning. Have you participated in any CPD as defined in these four descriptions?
10) What has primarily motivated you to participate in Continued Professional Development?
11) How have you developed yourself as a teacher in the last 12 months?
12) How have you developed yourself in the last 3 years?
13) How has CPD had a positive effect your ability to teach (your instructional ability)? Why?
14) Are there any negative effects? Why?

If yes: What did you do? How did you benefit? What motivated you to do it?

If no: What would motivate you to do so? How do you think you could benefit?
**Guidelines for interviews**

Teachers were invited to participate in interviews in support of the research. Interviews were conducted at a convenient time and location to help ensure that the interviewees were comfortable in their surroundings and so they didn’t feel rushed. The interviews took around 15 to 25 minutes to complete. All interviews were recorded for future reference and were subsequently transcribed and form the primary data used for this study.

**Observations**

The decision on whether to use observations in this research was debated at great length with the professors of the faculty of education and with the advisors on this paper. The idea was that data could be collected through observations and informal notes taken by the researcher and that field notes would supplement the interviews and fill in any gaps in information during the period of data collection. The notes might include observations on environmental factors, instructional ability, and the dynamic between teacher and student interactions, and how the teacher instructs in the classroom. The researcher would have reflected on these observations within the context of this study (Cohen, Manion and Morrison, 2000) and in relation to the teacher interview to focus on:

1. School environment – facilities, buildings, etc.
2. Students – interactions with staff, interactions in the classroom
3. Teacher instructional techniques – variety of techniques used, effectiveness of techniques.

However as this research is not a case study of any one particular school, it was concluded that observations would not give valid or reliable results due to the fact that each teacher interviewed came from a different school and therefore

1. School environmental factors would be very diverse and there would be no way to bring this diversity of factors together
2. It is not possible to observe motivation in the classroom in a study of this type unless the study is a longitudinal study of which the researcher is a participant.

3. It is not possible to observe the process of Continued Professional Development.

4. Motivation is not possible to observe.

**Recording the Information**

The interviews were recorded and then transcribed and collected as primary data. The data was then interpreted in terms of understanding the motivation for teacher Continued Professional Development and concludes with what factors motivate foreign teachers in pursuing their own CPD in Thailand’s schools; how motivated foreign teachers are in Thailand’s international and Thai private schools to pursue their own CPD; and how CPD effects the instruction given by teachers who engage in it.

**Data Analysis Procedure**

After collecting data through semi-structured interviews, an analysis of the data was required in order to make sense of the information. This was done once all the data had been collected, and then placed into “chunks” of reasonably readable data. Transcriptions were made, analyzed and coded for further interpretation.

Content analysis is used in educational research for examining patterns and identifying generalizations in educational research and this involves reading and making judgments about the data collected (Cohen, Manion and Morison, 2000).

The Content analysis for this study required several steps and included transcribing and analyzing the interviews, categorizing the generated data into relevant themes or codes according to the research questions, as well as selecting and removing irrelevant information.
Conceptual coding was completed using Strauss and Corbin’s model and Chenail’s Qualitative Matrix. This analytic coding involved deciding what concepts had been identified with the researcher looking for the appearance of specific ideas and issues that the interviewees had articulated. Notes were condensed into workable and usable pieces of data that could be considered in the analysis.

When it came to coding the data and trying to interpret it, I needed to make sense of the data. For this four main concepts were used which also helped to clarify the process of data coding.

1. Central Tendencies
2. Ranges / patterns
3. Expected or Unexpected

Central tendencies describe how to chunk the data together into common themes or categories and ranges allow for the differences within those categories to be discussed.

In my research, I noticed how patterns started to emerge even before all the interviews had been completed although great dint of effort as on keeping neutral as an interviewer and not allowing my own emerging thought processes to bias the interviews themselves, the questions, the way the questions were frames, or the general way that I interacted with the interviewees. After the interviews were completed and transcribed, I began a formal coding system by organizing these patterns into central tendencies and ranges:

The most noticeable factors were the huge difference in motivation between the different schools and that the outcomes for CPD activities showed a marked contrast. From this central tendency, a range or limitation could be extrapolated for each teaching group and thus a comparison between the two groups could be
made. Comparisons were also looked for using all the factors identified in the research such as; age, gender, level of education, number of years teaching etc. Thus is was that obvious factor of the type of school which seemed to be the pivotal factor in determining the type/level of motivation, the type of CPD engaged in, and the possible positive and/or negative consequences of that CPD activity.

Once it was clear that the central pivot from which to manipulate the data had been established, the data was then presented in a Table containing the characteristics of the interviewees to ensure that the research has targeted the correct demographics and the data from the two groups of teachers was then analyzed again to focusing discovering main themes and/or patterns.

After the completion of the data analysis, the challenge became to find a relationship between the data, the data analysis (and findings), the literature review, and pull all the strands together into a set of coherent conclusions. The matrix provided a conceptual frame for coding the data, but also suggests a map for reproducing analyzed data into an organized pattern that connects the findings of the research with the review of the literature. The terms expected and unexpected were used to organize data and rationalize a logical and purposive approach to dealing with it. Expected means that data that conforms to the ideas in the literature review or the researcher’s assumptions and unexpected means that data that is different from the ideas in the literature review or the researcher’s assumptions.

For example, in relation to motivation, I assumed that the levels of motivation would not be so diverse and that there would be a common motivational uniformity across the two different types of schools. I also assumed that there would be no negative effects of CPD and that CPD would be limited to pedagogical knowledge.
In applying the Qualitative Matrix, I had an opportunity to discover the unexpected instead of staying focused only on what was known through literature searches and previous observations. As Chenail states:

**Qualitative researchers have a habit of focusing on what is familiar and central to the study at hand...What may be missed through this study of inquiry is an opportunity for investigators to know what might not be known to them prior to the study.**

The matrix therefore reminded me to explore all the ranges and differences between the participants instead of trying to quickly reduce the data into research findings that fell neatly into categories organized by only the similarities or central themes.

**Methods of Verification**

In-depth interviewing is now widely used in educational research and is generally regarded as a powerful tool in extracting data, in particular where the methods are qualitative in nature. In-depth interviewing has the distinct features of being an open situation, allowing new directions. To ensure success, the researcher will be sensitive to individual situations and allow flexibility in different interviewing circumstances.

There will be concerns of validity and reliability that will need to be addressed; this is particularly true when conducting qualitative research. The validity of the findings can be checked in several ways and can be identified by taking into account that findings have not been oversimplified and that conclusions are justified; that there is the possibility that the researcher may have an influence on the research, and make sure that any influence is acknowledged and that steps are taken to ensure that the results are not biased. According to Denscombe (2003) in order to ensure that the results are valid there is a need to look for alternative
explanations for the findings, triangulate the findings with alternative sources, give participants an opportunity to look at the findings so that they will be able to give some feedback, and consider how the findings and the conclusions fit in reference to the literature. Thus the finding were examined by outside independent advisors as well as members of the faculty of education to ensure that varied interpretations of the data were discussed and then retained or discarded based on the merits of each as supported by the available evidence.

The issue of reliability was also addressed and a concerted effort to achieve a minimal amount bias was made. According to Cohen, Manion and Morrison, (2000) and Denscombe, (2003); the results are move reliable if the research is conducted by only one researcher, clarification of anything that may skew the findings is conducted, a clear and explicit account of the research is made, and that it will be possible to repeat the research to a certain extent given its subjective nature and get the same results.

The researcher attempted to ensure that all concerns in regard to validity and reliability were addressed and minimized throughout the course of the research.

**Outcome of the study and Literature Review**

It was the expectation of the researcher that Continued Professional Development is mainly attributable to extrinsic motivational factors, the opposite of what many motivational studies show, where most motivation stems from factors that are intrinsic in nature. The purpose of this research will be to ascertain the truth of the matter and see which factors contribute to the participation in Continued Professional Development.

Motivation can be, according to the literature stratified into Expectancy theory; Equity theory; and Job enrichment theory. There are many factors that affect teacher motivation; teaching environment context factors and work content
factors. The differing theories provide no consensus on what factors are more important or on which factors affect teachers in a quicker way or which motivation factors’ effects are the most long lasting.

According to the literature review, there are great benefits stemming from any form of Continued Professional Development. CPD can have a great impact on teaching ability which coalesces in greater student achievement. This research will also interview teachers to ascertain what they think are the perceived effects of CPD in relation to how it has affected their teaching ability.

**Types of motivation**

The types of motivation identified from the literature review are based on the following:

- **Expectancy theory**: Individuals are more likely to be motivated if there is a reward that they value, such as a bonus or a promotion, than if there is no possibility of a reward.

- **Equity theory**: Individuals are not satisfied if they are not appropriately compensated for their work and accomplishments.

- **Job enrichment theory**: Workers are more productive when their work is varied and challenging.

**Positive and Negative Effects of CPD**

There are no negative effects of CPD from the literature review; however the positive effects of CPD on teacher knowledge can be categorized as:

- **Subject matter knowledge**

  Subject matter knowledge is the most conventional form of knowledge and is defined at what teachers know about the subject that they teach. It is probably one of the most critical aspects of teachers knowledge as teachers cannot teach what
they do not have subject mastery of, “content knowledge is integral to teaching” (Grossman, Wilson, and Shulman 1989, and Shulman, 1993), most CPD however does not tend to focus on improving subject matter knowledge as it is normally assumed that subject mastery has been accomplished to a satisfactory level prior to the person becoming a qualified teacher.

**Pedagogical knowledge**

Pedagogical knowledge relates to what teachers know about their own teaching, the methods that they choose to employ when they teach and some reflective practices that enable them to develop. Reflection alone, however, it not enough and some professional development is necessary to give direction and provide stimulus for positive change.

**Pedagogical content knowledge**

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the way teachers relate their pedagogical knowledge to their subject matter knowledge. It is the combination or the synthesis of pedagogical knowledge and their subject matter knowledge that culminates in pedagogical content knowledge.

**Social, political, cultural and physical knowledge of the environment**

An aspect of where they teachers teach is also of importance. As social, political, cultural, and physical constructs are constantly in a state of flux, constant updating of knowledge is a requirement. Understanding of political factors although is might be highly dependent on the government of the day, is an important aspect of teacher development.

These four components of teachers' knowledge all contribute to a fully holistic understanding by the teacher called pedagogical content knowledge. Pedagogical
content knowledge continues to grow as teachers spend time doing in their role as teacher and as they gain experience. These can also be enhanced by participating in CPD, and will all hopefully improve a teacher’s instructional ability.

New forms of professional development have been called for by school reformers. Lieberman (1995) argues for a "radical rethinking" of professional development that could facilitate teacher growth. Teachers need to have opportunities to try out new practices by taking new roles and creating a culture of inquiry.

Recognition and feedback have been cited as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path towards professional growth and improvement. Fraser (1992). Peterson (1995) has also called for a new direction in teacher evaluation that will bring better results more in sync with the goals of Continued Professional Development. There is a need to emphasize teacher evaluation and to put the teacher at the centre of the evaluation activity.

According to Johnson (1986), measures used to boost teacher motivation are based on four types of activity.

**Types of Continued Professional Development**

- Work-based activities
- Personal activities outside work
- Courses, seminars and conferences
- Self-directed and informal learning

It is expected that all teachers will participate in Self directed and informal learning as a matter of course in the day to day discharge of their duties and the unavoidable interaction with colleague and students; it is also expected that they will participate in work based activities as there will be probably no element of choice when it comes to the question of whether they should participate or not. It
is also expected that not all teachers will participate in attending courses, seminars, and conferences; and that comparatively few will participate in formal learning courses or will require a high level of external motivation to do so.
Chapter IV
Research Findings

Introduction

This chapter sets out the findings in relation to the views of the teachers who participate in some form of various forms of Continued Professional Development and the motivational factors that lead the pursuit of (CPD). This chapter also sets out what teachers think the effect of Continued Professional Development has on their instructional ability as well as any positive or negative effects of the CPD that they engage in.

This chapter starts by setting out the findings in respect to the teachers various views as to what continuing professional development is in relation to their vocation of teaching; as well as setting out what their various types of engagement in the whole process of Continued Professional Development are. It then provides an assessment of the teachers’ perceptions of the CPD they engage in. In relation to teacher perceptions and its impact on instructional ability, the findings set out both the beneficial aspects of the CPD activities; as well as looking at any negative opinions of those activities from the interviews with the intention of isolating best practices for the development of a holistic, all encompassing Continued Professional Development programme that adheres to the concept of Lifelong Learning, while at the same time identifying potential problems that can be addressed.

The Case in Context

This study involved a group of foreign school teachers who work at international and private schools in Thailand. All the schools from which the sample of teachers has been drawn are well established and have all been in operation for more than ten years. This study attempted to utilize a diversity of schools and made a random selection that encompassed New International School of Thailand,
Harrow International School, Bangkok Christian College, International School of
Bangkok, Assumption College, Concordion International School, and other
schools drawn from the selection of schools as detailed in appendix one. The
schools were characterized as either being private schools, following a Thai
curriculum; or as being International schools and thus following the curriculum of
another country; either the British GCSE/A Level system, or the International
Baccalaureate. International schools in Thailand, while they have been a more
recent educational innovation, are well established and are sufficiently distinct
from the Thai private schools in terms of curriculum used, and the recruitment,
retention, and education of their teaching staff.

Characteristics of Interviewees

An initial screening questionnaire was disseminated to both Thai and International
Schools in Bangkok and from that initial stratified sample of 100 teachers, 63
teachers met the sampling criteria based on the definitions of the length of time
they had spent teaching, the age of the teachers, the two types of schools used for
this study, and finally, the most important determining factor for inclusion as a
potential interviewee in the random sample; whether or not they engaged in
Continued Professional Development activities. The detailed criteria for
stratifying the sample are given below:

- Length of time teaching 2 – 20 years
- Aged 27 – 45
- Type of school; international or private/government
- Positive Participation in CPD

Samples of the initial screening questionnaire are provided in appendix two
showing responses of some of the teachers who were randomly selected for
follow up interviews.
From this stratified sample of 63 respondents who met the four criteria, a further random sample of fourteen teachers was chosen to follow up with the semi structured interviews; seven teachers from each of the two groups. The interviews were conducted face to face and followed the same basic format with deviation allowed to clarify any points that arose. The interviews were recorded and transcripts are provided in appendix three. The interviews were conducted at a place and time of choosing of the respective teacher and were conducted informally in a relaxed environment. The interviews were conducted in the summer of 2007 and the general demographic details of the interviewees are detailed in the table below:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Nationality</th>
<th>Age</th>
<th>Gender</th>
<th>length of time teaching</th>
<th>School type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>New Zealand</td>
<td>32</td>
<td>Male</td>
<td>9</td>
<td>International</td>
</tr>
<tr>
<td>Teacher B</td>
<td>American</td>
<td>35</td>
<td>Male</td>
<td>2</td>
<td>International</td>
</tr>
<tr>
<td>Teacher C</td>
<td>British</td>
<td>42</td>
<td>Female</td>
<td>14</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher D</td>
<td>Chinese</td>
<td>26</td>
<td>Female</td>
<td>4</td>
<td>International</td>
</tr>
<tr>
<td>Teacher E</td>
<td>British</td>
<td>25</td>
<td>Female</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher F</td>
<td>American</td>
<td>38</td>
<td>Male</td>
<td>10</td>
<td>International</td>
</tr>
<tr>
<td>Teacher G</td>
<td>American</td>
<td>33</td>
<td>Male</td>
<td>9</td>
<td>International</td>
</tr>
<tr>
<td>Teacher H</td>
<td>American</td>
<td>34</td>
<td>Female</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher I</td>
<td>British</td>
<td>38</td>
<td>Male</td>
<td>7</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Irish</td>
<td>32</td>
<td>Male</td>
<td>2</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher K</td>
<td>Hong Kong</td>
<td>27</td>
<td>Female</td>
<td>4</td>
<td>Private</td>
</tr>
<tr>
<td>Teacher L</td>
<td>British</td>
<td>45</td>
<td>Female</td>
<td>19</td>
<td>International</td>
</tr>
<tr>
<td>Teacher M</td>
<td>British</td>
<td>36</td>
<td>Female</td>
<td>9</td>
<td>International</td>
</tr>
<tr>
<td>Teacher N</td>
<td>Canadian</td>
<td>27</td>
<td>Female</td>
<td>2</td>
<td>Private</td>
</tr>
</tbody>
</table>

It can be seen from the table that the respondents who were selected for interview were aged between 25 and 25; with between 2 and 19 years experience thus allowing a “snap shot” of the characteristics of teacher’s employed in Thai schools.
During the interviews, as noted in Chapter 3, teachers were asked about their view of continued professional development, their general level of motivation as it related to positive and negative experiences at the school they are working at, the types of Continued Professional Development that they engaged in based on the definitions of:

- Work-based activities
- Personal activities outside work
- Courses, seminars and conferences
- Self-directed and informal learning

The interviews then moved onto what they felt were the factors that influenced them to participate in Continued Professional Development; and culminated with the final analysis of what they considered were the effects of their CPD activities on their teaching ability on their knowledge with examples of how CPD had had an effect on the instructional ability based on the effects that activities had had upon their knowledge and the subsequent application of that knowledge in the classroom or school environment.

- Subject matter knowledge
- Pedagogical knowledge
- Pedagogical content knowledge
- Physical, social, cultural knowledge

**View of professional Development**

The first issue to be addressed in relation to Continued Professional Development in the interviews was to ascertain how the different teachers differed in their definition of CPD.
There is a great range of answers which broke down into the four distinct types of CPD that had been defined in the literature review but to which we can add a new category for teachers who considered all of the original four to all be Continued Professional Development activities and who engaged in not just one or two types of Continued Professional Development, but engaged in a complex cornucopia of activities with very little overall design or plan. Interviewees sought to segregate CPD activities based on whether they were formal or informal in nature. The vast majority of teachers saw CPD as a mix of activities no matter whether they defined it very simplistic terms, or whether the defined it using very concrete and specific examples.

<table>
<thead>
<tr>
<th>Formal and Informal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-based activities</td>
<td></td>
</tr>
<tr>
<td>Mixture of all types and combinations of CPD activity</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal activities outside work.</td>
<td></td>
</tr>
<tr>
<td>Self-directed and informal learning.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses, seminars and conferences.</td>
<td></td>
</tr>
</tbody>
</table>

**Formal and Informal: A mix of activities**

Seven of the teachers interviewed gave their personal definition of CPD activities to be a mix of all the previous types of development activity that had been previously defined, utilising both formal and informal methods of CPD.

Teacher E gave a very short generic definition of CPD, being:

“Any development that you do to improve yourself”
Teacher C supported the very general nature of Continued Professional Development, placing emphasis on the duality of forms available that cover all types of development activity, formal and informal in nature.

“"I think it’s a mixture of looking at all the resources available, looking at new theories on learning even so far as looking at psychological theories. I think that internal training can be useful; certainly attending conferences; meeting people from other institutions; I think that can be invaluable as well."”

To further clarify the definition, teacher A went a step further while he did also endorse the idea that CPD was a very generic term that covered everything, he did cite the distinction between formal and informal.

“"well it could be anything, it could just be having a chat with your colleagues in the staffroom about classes that you’re having problems with or a class that is going really well; sharing your ideas; or it could be going to conferences or seminars as a participant or taking part as a presenter which a lot of teachers like to do, it could be taking on courses which are offered through the school or which are offered over the internet or which you can do through universities internationally. Yeah, so, professional development, there’s a very broad spectrum from just doing it yourself to, discussing it with colleagues, reading books or taking part actively in these organized events.””

The interrelationship of formal and informal types of activity was also highlighted by Teacher M and Teacher N. Teacher M bringing together the two views and saying:

“"Continued professional development I would say is all sorts of different things; going to different conferences, seminars, and workshops that are appropriate you your work environment and your own level of teaching; also being active in the community and getting involved with the community;””

Teacher N also agreed on the varying nature of Continued Professional Development although she did place more emphasis on informal types of activity
“You know it could be something as simple as reading; reading journals; reading articles about whatever it is you are teaching; looking at what other teachers are doing in the same subject; I mean it doesn’t have to cost any money.”

Teachers B and J also summed up CPD as being a mix of activities, even though teacher B did seek to separate formal courses from the mix, he did emphasise the mixed nature of the activities and the use of conferences and workshops.

“Continued Professional Development? I would say ...it’s not a continuation of certificates and certificates and certificates; but it’s the amount of hours spent in a larger scale professional development; conferences, workshops”

Teacher J, although he stressed the work based aspect, also placed emphasis on the informal aspects of keeping yourself up to date which work in tandem with the formal methods

“Continued professional development is on the job training, for learning the specific tasks and duties you need to learn for your particular job you are doing; it’s also learning broader context of developing in your profession; it’s keeping up with expertise in your area, it’s keeping up with the latest research and information on teaching techniques; and keeping track of yourself as a reflective professional.”

Informal

The more informal nature of CPD was the first type to be defined by five interviewees. Informal learning as Teacher G states is a method of dealing with some kind of education disconnect, where by dealing with colleagues and doing your own formal learning you can further enhance your teaching and instructional abilities. Teacher defined CPD as:

“Continuing to learn, continuing to collaborate with other teachers, and learning more theory, and being up-to-date on theory and being able to put that theory into practice.”
Teacher B, teacher I, and teacher L all initially defined CPD as being more informal in nature and differentiated it from more formal activities such as formal courses such as post graduate study or seminars and conferences.

Teacher I summed up CPD as being self defined or as:

“basically a self-assessment, asking yourself ‘Am I doing something correctly? Are there better ways of me actually doing it? What is actually new?”

Teacher L highlighted what they regarded as the mostly informal nature of CPD in their view:

“you need time to work together ... and so having time to work with one’s colleagues is good...I think the schools can do a lot of professional development that uses the strengths of the faculty... This does two things; firstly it utilizes the expertise of the staff secondly recognizes the expertise of certain people so it gives them recognition and more motivation”

The distinction of CPD as being totally different from formal study was also stressed by teacher H who thought more about the more informal nature of CPD activities:

“for me workshops ...that isn’t so important”

**Formal**

In the preconceived ideas in relation to CPD, only two teachers put the emphasis on formal courses which is a direct contrast when we compare their ideas with their behaviour when we actually discussed the CPD activities they had actually been involved in where a greater number had dedicated a large amount of time and effort in formal courses and formal qualifications. Teacher D highlighted conferences and seminars

“I think conferences and seminars are good but sometimes are just too serious they need to give you more practical teaching methods how you can develop teaching materials”

With Teacher F stressing the formal nature of Continued Professional Development.
“That could be a number of things; there’s going on for higher degrees; masters and Phds; there’s professional development programs; some you can do on your own; some come with different curriculum or school platforms for example IB you go on regular twice a year professional development weekend workshops”

Type of professional Development used by interviewees

Moving on from the interviewees’ perceptions in regard to how they defined CPD, the interviewees were asked what types of professional development they actually used in their working lives. The different types of activity are all shown below with the added category that covers teachers who engage in all types of CPD.

1. Work-based activities
2. Personal activities outside work.
3. Courses, seminars and conferences.
5. All types

The actual type of Continued Professional Development used by each individual teacher is shown in table 2 below:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School type</th>
<th>Type of professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>International</td>
<td>All</td>
</tr>
<tr>
<td>Teacher B</td>
<td>International</td>
<td>Workshops and formal study</td>
</tr>
<tr>
<td>Teacher C</td>
<td>Private</td>
<td>Mostly informal with colleagues</td>
</tr>
<tr>
<td>Teacher D</td>
<td>International</td>
<td>All</td>
</tr>
<tr>
<td>Teacher E</td>
<td>Private</td>
<td>All</td>
</tr>
<tr>
<td>Teacher F</td>
<td>International</td>
<td>Informal</td>
</tr>
<tr>
<td>Teacher G</td>
<td>International</td>
<td>All</td>
</tr>
<tr>
<td>Teacher H</td>
<td>Private</td>
<td>Conferences and workshops : formal study</td>
</tr>
<tr>
<td>Teacher I</td>
<td>Private</td>
<td>Short course/formal study</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Private</td>
<td>All</td>
</tr>
<tr>
<td>Teacher K</td>
<td>Private</td>
<td>Self directed and informal/formal study</td>
</tr>
</tbody>
</table>
Teacher L | International | All
Teacher M | International | All
Teacher N | Private | Workshops and seminars : formal study

All types of Development

Seven of the interviewees who participated in all of the various types of Continued Professional Development activities all were employed by international schools which could be indicative of the greater support for CPD in the international schools when compared with the level of support accorded to it in the private schools as only one teacher from a private school was afforded a similar level of support.

There would seem to be an ethos of support for professional development within the international schools with CPD being supported in terms of finances and time being allocated to providing it for the teaching staff.

Teacher A mentions the fact that the school actually sets aside time on campus for teacher to engage in CPD.

“We have inset days at Harrow; I’ve been to those and I've also presented at those”

The idea that schools provide CPD opportunities is echoed by Teacher D and teacher L. Teacher D states:

“my school always organizes all kind of seminars, workshops, and conferences”

With teacher L stating that her school also has the same type of support from the school.

“At school we have development days”
Both Teacher D and L further give support to the idea that school support extends beyond allocation of time, it also encompasses a degree of financial support as well: Teacher L stressing the $1,500 per year the school allocates to each teacher for Continued Professional Development and Teacher D adding that the school “even provide a professional development allowance.”

Looking at the various combinations of CPD development that were utilized as a holistic mix to facilitate a comprehensive CPD package, the five international school teachers all used formal and informal methods to develop themselves.

Teacher A used all types of development activities that had been identified, using formal study as well as books, journals, and seminars:

“Informal, yeah, I do read books I do read journals...and my school sent me to Japan to train as a teaching ESL learners in mainstream classrooms; and I've been trained as a tutor for that in Japan so now I’m about to start next week; and there were a couple of conferences last year where I participated as a presenter mostly and also as a participant...I'd say there were at least four conferences last year.”

Teacher L also made use of a multiplicity of avenue to facilitate her CPD

“Oh yes, I mean at school we have development days ... I went to an EARCOS conference last year; ...as well as that we do have professional journals that come to the school so we get interesting articles from those that we read.”

The marriage of formal and informal methodologies was also echoed by teacher D who used formal course study and emphasized how important staff interaction was in the form of peer to peer professional development that occurs during the course of normal everyday teaching at the school.

“Yes, I have participated in some conferences; I am also doing my masters degree ... and on the job training, we always have staff meetings which, some curriculum planner will give a lesson or
will give interesting articles they read from some journals...I try to attend as many seminars as I can which are organized by some international schools around Thailand”

Teacher M also cited specific examples of the various types of CPD that were utilized, formal courses and study, the Internet, and the use of magazines, although she did place less emphasis on the social aspect of CPD.

“I’m probably going to be going to see something in May ... on the topic of dyslexia ... I subscribe to quite a lot of different magazines ...I have different internet sites that I’m a member of so again for learning and different sites that send updates information on learning techniques; learning abilities; ...A masters in education”

School provided seminars and informal peer to peer interactions were all used by Teacher E who stated:

“Within school, there are several seminars, in-house seminars to expand the teaching knowledge or new books that are introduced, different ways of learning...Team-building activities always, meetings, with general tips and ideas from other teachers.”

Teacher G gave direct confirmation that they took part in a variety of CPD activities, even though for the most part they mostly took part in those activities that were of a more formal nature, i.e. formal courses and professionally run conferences and seminars. Teacher G was engaged in formal study for a post graduate qualification as well as attending a variety of conferences and seminars. Teacher G stated that they were:

“currently finishing a masters in education... attended numerous international baccalaureate conferences. I’ve done workshops on differentiations. I’ve done workshops on story-telling, etc, etc.”

The emphasis for teacher G thus was again on formal educational development activities although they did also acknowledge the other types of professional development that were on offer
“Again, you know, pursuing my masters degree in education and attending workshops and conferences, and you know, teaching.”

Teacher J, whilst placing most importance on conferences and seminars, also believed in the importance of informal activities and combining all types into a mix that works for them to facilitate their own development even though all aspects of formal activities were activated through one single course.

“I’ve attended conferences and seminars as part of the master’s degree programme here and apart from that not much else in the way of conferences and seminars. In terms of informal and personal activities, reading literature and books”

Formal Types of Development

One subset of teachers only valued the more formal types of CPD activities, and the use of formal activities had been stressed by those who used a mix of CPD methodologies, the formal nature of conferences, seminars, and courses that lead to specific qualifications was something valued by a great number of teachers although many had said that there was less opportunity to engage in these kinds of activities than they would have liked, the international schools, however, did make provision of formal activities either at school, or else made some kind of direct, targeted, financial contribution.

Great emphasis was placed on the formal seminars and courses undertaken by Teacher B who said:

“I have participated in outside workshops, right now I’m signed up to go to a workshop next month and another one in school over the weekend... I’ve been taking post graduate classes in education; written a fair amount of papers through that school mostly regarding the curriculum”

With a single passing comment on peer to peer interaction

“I have spoken with various people in my school in charge of curriculum”
Teacher H agreed with the assessment of CPD being mostly limited to seminars and conferences particularly due to the Thailand factor and a perceived lack of opportunity.

“Well in Thailand it’s been mostly conferences and small workshops. In the US it was all sorts of things when I worked on my masters; very focussed activities.”

Teacher N and K also mentioned a specific focus on formal methods of CPD and backed up the assertion that there was just a lot less opportunity for teacher development in Thailand. Teacher N stated:

“Well the TESOL organization was a series of different workshops and seminars I do that once a year, I would be interested in doing an education degree; however I haven’t found anything that would be recognized in the United States online that I could afford.”

According to Teacher N, they would like to do a formal course but they believed it would not be possible to do one that would be recognized in the USA, this belief of a need for qualifications was a recurring undercurrent of thought when teachers considered the more time consuming types of CPD.

Teacher K agreed that there was a lack of opportunity but that CPD activities like seminars and conferences were mostly the reserve of the more senior staff at the school:

“At the moment I’m doing my PhD in Hong Kong it’s a distance learning course... seminars and conferences I haven’t been to one here because you have to be in the sort of head of the department to attend this kind of event”

Teacher I stressed the importance of formal development activities but added that as development was something they had to fund it for themselves and was the only teacher to note that their CPD activity would contribute to subject knowledge
as opposed to pedagogical knowledge which was stressed by all the other interviewees.

“Since I’ve been here, probably only once when I did the TEFL course... but I mean the most of the development here is something you have to pay for yourself... I’ve done the TEFL one course and I’m actually doing a masters degree course as well so that I eventually teach a specialized subject, as opposed to general subjects like English.”

Informal Development Activities

Most of the interviewees had some exposure to informal methods of Continued Professional Development which centred round utilization of journals and Internet sources coupled with peer review and feedback from colleagues. Teacher K stressed the informal nature of some of the CPD activities she engaged in.

“myself, and my colleagues we talk quite a lot about how to develop our curriculum and at the moment we have a plan of developing a new curriculum for the English subject at the school”

Teacher F stated that he made a great use of informal methods of development even though he would have used seminars more if they were more readily available to him or were more relevant to the type of development topics that he wanted to pursue provided it fell within the limits of fiscal and time constraints

“Self directed for sure; and seminars; if they it is available to me I’m happy to go; often it’s not really an option; ...I would utilize any professional development situation in any category that you defined if it was available time and money wise to me.”

He did however mention in his responses the limitation he felt working in Thailand and he gave further though to the lack of choices that he felt were available as a way of justifying the limitation of his CPD activities being mostly restricted to informal types of development but felt that the best option was to return to the USA where there were better options available to him.
“I have researched a multiplicity of options in both teacher certification and masters degrees; I have been accepted to a masters programme in the United States which is an international programme and held in many countries around the world and I have recently flown back to the United States to take tests and do interviews to try to get into a teaching fellowship programme that would give me a) a good salary for the year while I’m there and b) teacher certification.”

Teacher C in spite of attending only one conference still gave full vocal support to the more informal nature of the activities that had been most beneficial stressing that they felt there were just not many opportunities as they would have liked.

“In my three years here I have attended one conference and there have been not that many opportunities for learning within the workplace; having said that colleagues have been very helpful; so an informal network has helped me improve my teaching methods and style and boosted my motivation.”

Teacher C had also made great use of the Internet and again stressed the more isolated environment they felt their worked in and the lack of opportunity.

“it’s quite isolated working in Thailand; the number of conferences are few and far between, so mainly I relied on things I found on the Internet or colleagues, friends, other teachers.”
Table 3: General feelings of motivation and Motivation of CPD

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School type</th>
<th>General Feelings: Positive or Negative towards the School</th>
<th>CPD Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>International</td>
<td>Positive</td>
<td>Expectancy: better conditions/better opportunities</td>
</tr>
<tr>
<td>Teacher B</td>
<td>International</td>
<td>Positive</td>
<td>Job Enrichment: Job Satisfaction</td>
</tr>
<tr>
<td>Teacher C</td>
<td>Private</td>
<td>Positive and Negative</td>
<td>Part of the job: Keep up to date</td>
</tr>
<tr>
<td>Teacher D</td>
<td>International</td>
<td>Positive</td>
<td>Expectancy: Competition</td>
</tr>
<tr>
<td>Teacher E</td>
<td>Private</td>
<td>Positive</td>
<td>Expectancy: future prospects + children</td>
</tr>
<tr>
<td>Teacher F</td>
<td>International</td>
<td>Positive</td>
<td>Expectancy: Career Security + Development</td>
</tr>
<tr>
<td>Teacher G</td>
<td>International</td>
<td>Positive</td>
<td>Equity: Compensation</td>
</tr>
<tr>
<td>Teacher H</td>
<td>Private</td>
<td>Negative</td>
<td>Part of the job</td>
</tr>
<tr>
<td>Teacher I</td>
<td>Private</td>
<td>Negative</td>
<td>Expectancy: future prospects / Better job</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Private</td>
<td>Negative</td>
<td>Part of the job</td>
</tr>
<tr>
<td>Teacher K</td>
<td>Private</td>
<td>Negative</td>
<td>Part of the job</td>
</tr>
<tr>
<td>Teacher L</td>
<td>International</td>
<td>Positive</td>
<td>Equity: Better salary</td>
</tr>
<tr>
<td>Teacher M</td>
<td>International</td>
<td>Positive</td>
<td>Job Enrichment: Personal satisfaction</td>
</tr>
<tr>
<td>Teacher N</td>
<td>Private</td>
<td>Negative</td>
<td>Part of the job: Self Development</td>
</tr>
</tbody>
</table>

General Negative Feelings at Thai Private schools

The first most surprising result was the significant difference in experience between those working in international schools and those working in Thai schools. For teachers working in Thai schools, they were mostly very negative when relating their experience within the school system whereas the teachers in international schools were to a very large extent, mostly positive when expressing their opinions in relation to their work environment and their work experiences.
Teachers C, H, I J, K, and N, all of them teachers at private Thai schools and all expressed negative feelings about their workplaces, teacher C did express some positive aspect as well, but it was very clear that there were general feelings of negativity permeating the consciousness of those employed in EP programmes in the Thai Private School system.

Teacher C, was scathing about the way that the teachers are appreciated at their school and that is was difficult for them to get their wishes considered at the school:

“they have a strange way of showing it. I don’t feel like they want to replace me but I don’t feel they go out of their way to tell I’m doing a good job...in terms of trying to accommodate some of my wishes it’s been an uphill battle in terms of timetabling and wishing to take time off”

Teacher H added that they felt that the foreign teachers were not cared about and their opinions were not valued.

“when it comes to making decisions about curriculum then no I don’t feel included or respected.”

Teacher H also went on to highlight the routine changing of grades to ensure that all students pass, which was not only demotivating for them, but also for the students as well.

“As a teacher I think one of the most things that didn’t help in motivating me were the altering of grades and being told that 75% of students must receive a 3 or a 4; and that they need to retest numerous times until they pass which is a 50% mark; students know this so that those that really have low motivation will take same exact exam and score less than they did the first time.”

Teacher I was even more outspoken, stating that they might be appreciated by individuals working at the school, the mindset of the organization was one that was in the long run very demotivating.
“The school just wants to squeeze you as much as they possibly can. The care usually comes from students and also the students parents will appreciate what you’re doing.”

Teacher I also echoed the thoughts of teacher H, that they did not feel included and that scant attention was paid to any of their ideas.

“many negative experiences. You try to speak about a good way of doing something and people just aren’t interested. They seem to be interested in doing things the same way, and their way, and they’re not really interested in progress.”

Teacher J did not feel that the authoritarian management style was conducive to creating a good working environment where communication is terrible and where there is little room to develop yourself:

“the way they treat the teachers is quite poor occasionally and I’m the same as the other teachers in that regard they treat you very; it’s very much authoritarian; they focus on a lot of petty details; they don’t give much room for you to behave like a professional; there is a lack of trust; there is often ridiculous expectations placed upon teachers for seemingly unapparent reasons... there is a lot of counterproductive things going on simultaneously which are all counterproductive and the communication is terrible”

Teacher K backed up the assertion that the management style was not all that is should be and that it was a waste of time and resources, not only the policies themselves that had a demotivating effect, but the implementation of the policies as well.

“the head teacher at my school, she’s you know she’s got the sense of being very traditional and bureaucratic and sometimes if she needs to do something then she has to have it no matter how insensible it is. I would say that in that sense sometimes I feel that many strategies they have ....looks really nice on paper but erm I would say very few of us actually implement that; actually follow that plan that they have”
Teacher N put any problems down to possible culture clashes but they were the only teacher to consider this as a possible cause and they too felt some resentment:

“I do feel at times that there is some resentment from Thai teachers simply because we make an extraordinary salary in comparison to them…. Negative experiences? I guess just the typical cultural clashings that go on”

**General Positive feelings in International Schools**

In direct contrast with the Private Thai schools which highlighted a very negative collection of feelings in regards to motivation, all of the teachers working in the International schools were very positive about their experiences.

Teacher A stated that the overall environment was one that was very supportive:

“I don't feel undervalued …I've never had any conflicts in terms of my profession and in terms of my professionalism; my schools …. have always supported me in my development”

With Teacher B adding that they felt that they had been cared about “in many different ways.” Teacher G echoed the overall positive educational context and added that they had never had any negative experiences at the school.

Supportive management and supportive colleagues were a very important factor for the high levels of motivation manifested by the teachers in the international schools. Teacher D thought that the other teachers were “very nice and my supervisors are very supportive” and Teacher F stressing the fact that the support they got being a stranger in a strange land was very important for them.

“They let me know that if I ever have a problem in Thailand that I would be backed up and they would do anything they can to help me out and I know that that’s true. I know that they actually care about me as a person and like when I have good things or bad going in life they are involved in that; so they actually care”
In fact the level of support from the international schools extended to almost considering the member of staff to be part of the educational family where the school would take great steps to ensure staff we looked after, Teacher L said that “as individuals yes we are very cared about”, and then even went on to mention the idea of an extended family “none of us have extended families out here and therefore ISB is one’s extended family” although she did mention one issue about money being a problem at one point with the depreciation of the dollar against the baht, this external factor, however, did not have much effect on her generally positive opinion of her school. The teachers at the international schools were very positive and thought that they were able to make a positive difference and that their opinions were valued and of interest to the schools which was very different to the perspective espoused by teachers at the Thai private schools. Teacher M summed up this perspective:

“I think that I’m able to make a difference to how the place runs and hopefully it’s a difference in development that I can make things easier and work better because of organizational strategies …I think they appreciate that I support them and so they support me.”

Motivation of CPD

Factors that contribute to the Motivation of CPD was asked of each teacher, specifically the questions isolated the motivation of CPD from other general motivational factors that were to import to each teacher in question. There are many factors that affect teacher motivation; from context factors: the teaching environment, to work content factors (teaching). Teaching environment context factors include working conditions such as class size, discipline conditions, availability of teaching materials; the quality of the supervision; and basic psychological needs such as money, status, and security. Work content factors are intrinsic to the work of teaching. They include opportunities for professional development, recognition, challenging and varied work, increased responsibility, achievement, and empowerment. Some researchers argue that teachers who do not
feel supported in these states are less motivated to do their best work in the classroom.

This research categorised the characteristics of motivation of CPD following the definitions identified in the literature review and furthermore identified a further reason why teachers engage in Continued Professional Development; namely that many teachers view it as **part of the job**, something that should be pursued in the course of being a professional teacher. These teachers did not require any additional motivational factors to stimulate them to participate in Continued Professional Development activities. The categorization of motivation of CPD is shown below:

**Extrinsic Factors**

**Expectancy theory**: Individuals are more likely to be motivated if there is a reward that they value, such as a bonus or a promotion, than if there is no possibility of a reward.

**Equity theory**: Individuals are not satisfied if they are not appropriately compensated for their work and accomplishments.

**Intrinsic Factors**

**Job enrichment theory**: Workers are more productive when their work is varied and challenging.

**Vocational Factors: Part of the job**: Individuals are motivated by intrinsic factors inherent to the type and character of employment

**Equity: better compensation/remuneration**

Two teachers from the fourteen sampled stated that financial motivation was the key factor in making them decide to engage in CPD activities. Both of the
teachers work in an international school and both teachers are positive in outlook in regards to their feelings towards their school and both thought that the teacher had the greatest responsibility in motivating themselves, although both teachers also indicated that the school also had a role to play in motivating participation in Continued Professional Development activities. Neither teacher thought that the students were a major factor in influencing their decisions.

Teacher G: Male highlighted the financial aspect of their motivation, “obviously more compensation” but went on to add that motivation for them came from “Teacher and school.”

Teacher L added that for them the financial aspect was the most important aspect and that they initially got their masters because of “a financial motivation because there was a big difference between what I was on and once I got a masters”, adding that in their opinion motivation is more the responsibility of the school:

“I think the school administration has a tremendous role in keeping its staff motivated they have to make sure that what staff do is recognised… the administration do have a major role to playing motivating;”

Both teachers, motivated by financial compensation saw the teacher as being the primary motivator of Continued Professional Development with the school also having a role.

**Job Enrichment**

Only two teachers stressed the job enrichment aspect as the primary motivation of their CPD activities, both teachers were positive in respect to their general feelings towards their schools and both teachers worked for International schools.

Teacher B worked for an international school and was very positive in his outlook on working there allocating their participation to CPD on the overall enrichment
they get from a kind of vicarious reinforcement from their students, CPD for them makes the job “easier” and “therefore the response from my students would be more pleasant, make it easier and more fun.” For teacher B, motivation was mainly due to the school and the teacher, and can be best summed up in the simple phrase of “job satisfaction”:

“a school does have a certain responsibility to think about the motivation of their teachers in the sense as treating their teachers as an investment and not so much as an expense and a lot of that diligence does lie back on the teacher”

Teacher M, another teacher at an International school directly stated direct opposition with any kind of expectancy based theory of motivation and again emphasised the same points as teacher B:

“I don’t want necessarily to have financial reward for it. I think your reward is your own satisfaction when you see things improve and when you feel you’ve made a positive contribution to something; you have an intrinsic reward, you feel happy that you’ve achieved something and more often than not the other people around you give you a sense of... you know you feel proud, you feel happy to have made other people’s lives maybe more enjoyable or better as you’ve gone along.”

When it came to the motivational factors, Teacher M also stressed the importance of the teacher and of the environment as the key factors influencing motivation:

“I don’t think you can put it onto the students to be honest because there are so many different kinds of student... If you look at the teacher and isolate the teacher again then you can have a very motivated person but if you are in an environment that doesn’t want to change or to develop or do anything in a known situation. I think you have to have a connection, a communication between both the teacher and the working environment but not necessarily from the students.”

Although the students are not totally absolved of responsibility and do have some influence, even though it might be in the opinion of teacher M to be negligible:
“However I add that if you have students who don’t want to be there full stop; then even if you are highly motivated; you’ve got support from the work environment it would be very difficult to stay positive for any length of time I would think.”

Expectancy

There was a mixture of teachers who thought they were motivated due to expectancy factors, out of the total sample, four teachers were motivated by factors like better conditions or better job opportunities/better prospects. Two of the teachers worked for an international school and two worked for Thai Private Schools although the only teacher out of the four that generally felt negative towards their schools was one of the teachers who worked for a Thai private school.

Teacher F, a teacher in an International school was positive in relation to his interactions with his school stated that he was:

“very motivated as a teacher for many reasons one of them is financial security and security for my daughter’s future education”

Teachers A and D both worked for an International school, both have positive feelings in general towards their schools and both were motivated by expectancy factors; teacher A by better conditions and job opportunities:

“I’m motivated by job opportunities, finding better places; moving up in terms of promotion or maybe when it comes to moving to another country having development in terms of opportunities.”

In relation to CPD, for Teacher A, motivation was explicitly linked to expectancy factors, although they did indicate that his might change in the future and other factors may come into play, CPD was however just to “get better conditions of employment opportunities and conditions” and that the stimulus of any motivation should come from the teacher with the schools having some slight influence as
well.

“It's definitely something the school should encourage but ultimately it comes down to the individual and that individual’s willingness to develop their skills and their abilities to the maximum”

Teacher D, placed the emphasis the competitiveness which was a catalyst for their motivation; in their perspective, this would culminate in a better job in the future.

“I think it’s very competitive now so if I want to remain in my job then I have to develop myself…I want to enrich my resume, I want to make it look good.”

Teacher D also went on to state that they thought that the teacher and school both bore responsibility of motivating professional development.

“I think both teachers and the school should take the responsibility because if you want to be a good teacher or you want be a good teacher or if you want to stay in the job longer then you have to motivate yourself and if schools want to keep good teachers for your schools, if you want to keep good teachers to teach for you and you want to have good quality teachers you have the responsibility to motivate them.”

Teachers I and E were both employed in a Thai Private School. Teacher I however was broadly negative in describing their working experiences whereas Teacher E as more positive. Both however were motivated by future prospects that may arise due to their participation in CPD activities.

Motivation of CPD for Teacher I was due to the fact that it might provide an avenue to better future employment:

“Nobody can afford to stand still and basically what motivates me in the end I hope to get a better teaching job”
Concluding that the motivation of CPD was “primarily …the responsibility of the teacher,” with the school having a secondary role to “provide support for the teacher and to provide the necessary materials for the teacher.”

Teacher E, in their interview highlighted the importance of appearing to be a good teacher and that CPD was an important factor in that perception. CPD in their opinion was something that a teacher did if they wanted to get promoted

“Certainly, promotion within the school. You wanna be seen as a good teacher. You don’t wanna be seen as a bad teacher. Someone who keeps up-to-date of what’s going on and thus be promoted and get higher on your career.”

Teacher E concluded that teacher motivation was “The teacher and the school. It has to be both or it’s not gonna work.”

**Vocational Factors: Part of the Job**

Five teachers thought the Continued Professional Development was part of their job. All five teachers worked for Thai private schools and all of the five teachers were negative in respect to their general feelings towards their school, although one single teacher was positive and negative; the overall consensus of opinion in relation to their general feelings to their school was overwhelmingly negative.

Teacher C thought that is was “important to keep up with the latest technology and be able to advise students” and adding that “it’s up to the individual to motivate themselves”. Teacher C primarily thought that motivation was an internal thing and the issue that in spite of being demotivated in the school and generally possessing negative feelings, still went on to participate in CPD.

“I don’t think you can force somebody to be motivated. You can force them to take courses; you can force them to teach in a particular way. But motivation I think is internal it’s a personal thing.”
Adding that if the school took a more coercive approach then it would not be productive.

“I don’t think it’s counterproductive but I don’t think it would necessarily have the desired effect. I would obviously comply with those sorts of requests but I don’t know that it would necessarily motivate me any more than I already am.”

Teacher H was the only Thai Private School teacher who was both positive and negative but when it came to CPD, they stated that they participated in it “because it’s my job or my profession”, placing emphasis on the teacher and the administration as behind the catalyst of CPD.

Teacher J, a Thai private school teacher was very negative in outlook to their school, stating that:

“when you see teachers being treated poorly especially your colleagues who I’ve seen being fired for very petty reasons; it makes you think that you should do the minimum or do a minimum amount of work because you never know are you going to be here one day and gone the next so it affects motivation in a very negative way.”

They then subsequently elaborated on their motivation, that CPD was part and parcel of what being a teacher in all about:

“Well first of all, I’m planning on teaching as a career so if I want to do well in the career; part of that; part of being a career teacher is developing professionally and …professional development is a necessary element of the job.”

In answer to the direct question of “So teacher motivation comes from the job itself?”; the answer was unequivocally clear, it’s the vocation of teacher that imposes the requirement of continued professional development as it is “very much tied into part of the job itself” and it is the “responsibility of the individual professional teacher but the school also has a strong secondary part to play”
The final two Thai private school teachers, Teachers K and N were negative when it came to assessing their general feelings about their school, but both teachers did think that the students were an influencing factor. Although teacher K first said that they were self motivated

“I myself motivate myself and basically because my goal is I a really want to be a good teacher and erm I’m the kind of person that wants to do the best that I can; I’m very much like a perfectionist”

They went on to contradict themselves and admit that schools and the students were important aspects when it came to motivation of CPD that teacher need “external forces for example maybe (from) schools” to “encourage them to feel motivated”; concluding that:

“students also can be part of the motivation process because if you can see your students and if they are not that attentive in class and then you feel less motivated because you see no point why you have to work hard because no matter how hard you work, they won’t care anyway I would say it’s a combination”

Teacher N: Female: Private School, was very negative when it came to describing her feelings in relation to the school where she was employed, but was very emphatic in emphasizing her belief that motivation of CPD was part of teaching and that it was ultimately up to the teacher in question to motivate themselves, although there was a very small element of extrinsic motivation stemming from feeling of reward, a kind of vicarious motivation stimulated due to their good work reinforced via the students. For her motivation was:

“I would say that about 75% is me and the 25% is the feeling of reward that I get when I know that my students are responding and feeling good about what they are doing.”

However in the next question, which directly questioned their motivation of CPD, she stated that it was all the responsibility of the teacher in question:
It’s 100% teacher responsibility, If you aren’t motivated as a teacher, find a different job.

Even adding that no other factors are important when it came to maintaining motivation.

“At the end of the day it’s you and a classroom, and whatever school politics are going on or whatever administration difficulties you are having; you cannot take that out on whatever age group is sitting in front of you in a classroom; it’s your responsibility to make sure that your students get what they need; your focus should be on them and not on yourself. So if your motivation is down because you have a crap boss or you have a crap administration; then you are self centred and should get out of teaching.”

**Primary Motivation factors of CPD**

The primary motivation of CPD was also asked for each teacher to attempt to ascertain whether there was a pattern of responses for each type of motivation that corresponded to a particular factor or particular factors.

**Expectancy Theory**

For expectancy theory there majority of teachers agreed that the teacher and the school both are factors that affect teacher motivation of Continued Professional Development. Teacher F was unable to produce any conclusive data; however Teachers A, D, and E all stressed that the important factors were the teachers AND the school. Teacher I concluded that only the teacher was responsible. Expectancy: Expectancy theory produced a mix of teachers with 3 teachers from international schools and 2 teachers from Private Thai schools.

**Equity Theory**

For equity theory, only two teachers were affected by this type of motivation and both Teacher G and L stated that the Teacher and school were both factors. Both teachers in this group were teachers working at an international school.
Job Enrichment

Only two teachers fitted the criteria to be considered to be motivated due to Job Enrichment factors and both teachers are working at an International school. Both teacher B and Teacher M agreed that the teacher is important, but both disagreed on the second factor, teacher B stating it was the teacher and the school whereas Teach M stating that it was the teacher and the students.

Vocational Factors: Intrinsic factors

Vocational factors were of great significance to a large number of the sample and the vast majority of those who cited vocational factors all stated that the teacher was the main factor in motivating any kind of Continued Professional Development: Teachers C, J, K, and N were all in agreement with Teacher H the only interviewee who placed emphasis on both the teacher and the school. All the teachers who motivated by vocational factors were all teachers in the Thai private school sector.

Positive and Negative effects of CPD

The interviewees were then asked what they thought were the actual effects of the CPD activities they had participated in, focus being placed on both the positive and negative effects of CPD in the view of the participants themselves. The international school teachers were more positive whereas more of the private school teachers highlighted negative aspects even though all the teachers interviewed did all state that there were positive aspects of CPD activities on their teaching ability.
### Table 4: Positive and Negative effects of CPD

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School type</th>
<th>Positive or Negative</th>
<th>Negative aspects</th>
<th>Type of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td>International</td>
<td>Positive</td>
<td>None</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher B</td>
<td>International</td>
<td>Positive and negative</td>
<td>Time consuming</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher C</td>
<td>Private</td>
<td>Positive and negative</td>
<td>Can be restrictive</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher D</td>
<td>International</td>
<td>Positive and negative</td>
<td>Time consuming</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher E</td>
<td>Private</td>
<td>Positive</td>
<td>None</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher F</td>
<td>International</td>
<td>Positive</td>
<td>None</td>
<td>Not much effect</td>
</tr>
<tr>
<td>Teacher G</td>
<td>International</td>
<td>Positive</td>
<td>None</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher H</td>
<td>Private</td>
<td>Positive and negative</td>
<td>Coercive/restrictive</td>
<td>Social, political, cultural and physical knowledge</td>
</tr>
<tr>
<td>Teacher I</td>
<td>Private</td>
<td>Positive and negative</td>
<td>Time consuming</td>
<td>Not much effect</td>
</tr>
<tr>
<td>Teacher J</td>
<td>Private</td>
<td>Positive and negative</td>
<td>restrictive</td>
<td>Not much effect</td>
</tr>
<tr>
<td>Teacher K</td>
<td>Private</td>
<td>Positive and negative</td>
<td>time consuming and cost</td>
<td>Not much effect</td>
</tr>
<tr>
<td>Teacher L</td>
<td>International</td>
<td>Positive and negative</td>
<td>time and money</td>
<td>Social, political, cultural and physical knowledge</td>
</tr>
<tr>
<td>Teacher M</td>
<td>International</td>
<td>Positive</td>
<td>None</td>
<td>Pedagogical knowledge</td>
</tr>
<tr>
<td>Teacher N</td>
<td>Private</td>
<td>Positive and negative</td>
<td>restrictive</td>
<td>Social, political, cultural and physical knowledge</td>
</tr>
</tbody>
</table>

Four types of improvement from CPD activities were highlighted, and to these four we can add a fifth, little or no discernable improvement and a sixth where the development activity had a detrimental or negative effect.
**Subject matter knowledge**, the most conventional form of knowledge and is defined at what teachers know about the subject that they teach;

**Pedagogical knowledge** which relates to what teachers know about their own teaching, the methods that they choose to employ when they teach

**Pedagogical content knowledge**, the type of knowledge that is unique to teachers, and is based on the way teachers relate their pedagogical knowledge to their subject matter knowledge.

**Social, political, cultural and physical knowledge** of environments where teachers teach.

**Little or no discernable improvement**

**Negative effect of CPD: Restrictive/Coercive**

**Subject matter knowledge**, Teacher K was the only teacher to stress the application of her CPD activities had an effect on her subject matter knowledge, even though it was only a small effect.

“I have to do a lot of studies through journals and various resources and I feel that after I’ve done quite a lot of research, my knowledge of not just the content of the subject itself but also in terms of how to teach and the learning process”

**Positive Effects of CPD: Social, political, cultural and physical**

Teacher H and L both cited the improvement of Social, political, cultural and physical knowledge deriving from Continued Professional Development activities.

Teacher H stressed the improvement in physical knowledge of the environment in
their CPD activities:

“change my classroom to be a positive place, some place where I wanted to be and so we developed this course where she told me to go out and find all the stuff I could about classroom management in terms of space and then find other things related to clearing clutter and all sorts of stuff... So by sorting out things and creating a space for the things that the students wanted then that made all the difference. .... It completely transformed the room; it was an amazing experience.”

By learning about the classroom environment and changing the way the physical environment was laid out, made a real difference to teaching and to the way that they interacted with the students.

Teacher L stated that they had developed their social knowledge and that CPD enable them to enhance their social knowledge and apply it to culminate in better social relationships between teacher and students.

“The importance of social relationships in education, not just social learning but developing a personal relationship with the students turns them into better learners and it also helps you to become a better teacher”

Teacher N highlighted the Social, political, cultural and physical knowledge they had gained which had impacted on their teaching methods

“I have found in Thailand a didactic approach is more effective because this redundancy, this practice seems to be something the Thai students warm up to. It’s very difficult to get them into groups and talking about themselves for this communicative aspect, although that’s not something I have done away with.”

Positive Effects of CPD: Little or no discernable improvement

Teacher F found not much effect from any kind of CPD activities although there was in their opinion a lack of opportunity, there was little impact of CPD on their teaching ability and their knowledge
“To tell you the truth I really can’t say that much of that has weighed into my teaching ability mostly it’s my experience, my passion for teaching that’s really built up what I am as a teacher not so much conferences or seminars or formal.”

Teacher I agreed that CPD had had a very minimal influence on their teaching ability and was unable to give any concrete example of ways that CPD had had any effect at all on their teaching. Teacher J agreed and added that it was useful as a context and as a means of raising consciousness, there was little tangible effect of their Continued Professional Development.

“It just raises the consciousness of what you are doing as a teacher; it makes the teacher understand their role and their function and exactly why they want to do it much better; it gives you a context in which to see yourself as a professional as someone who works in a particular area; in a very general sense it’s a grounding in what you are doing and what your actually practice is and what your job entails.”

And going on to add that although they did think their development activities had had some effect they thought it did not have any direct effect:

“I don’t think it necessarily changed anything directly that I did in the classroom; it just raises your consciousness”

Teacher K agreed, stating that they felt that CPD was just a concept and was not part of the school’s strategy and that CPD for them had only had a very small effect on their teaching.

“Like I told you before; CPD is just concept really but it’s not in the school plan or school strategy”

Positive Effects of CPD: Pedagogical Knowledge

Almost all the interviewees highlighted the effect that CPD had upon their pedagogical knowledge and this was the most important aspect of the development activities and had the most effect on the methods that were used by the teacher in the classroom.
Teachers A, B, C, D, E, G, and M all highlighted the specific improvement of their instructional ability based on the pedagogical knowledge obtained from their CPD activities all stressed the improvement in terms of the greater diversity of teaching methods that they now were able to incorporate into their instruction.

Teacher A said that their CPD had had a great effect on their methods of instruction used in the classroom, in particular in relation to the use of technology.

“there's a lot of technology; using data projectors and stuff and computers and PowerPoint presentations, which I think that is one area that I need to work on because I don’t do enough of that in my lessons and since going to Japan I’ve taken a lot of the ideas I learnt there and incorporated those into my lessons”

For teacher A this had made a real change to their instruction as:

“when I'm teaching writing for example I'll give them an essay; an argumentative essay that they have to write and we’ll go through it step by step and I’ve figured out how to do the introductions and use all these nice highlighted; how to highlight parts linking words and you know reframing the question and things and pointing that out all really clearly on the PowerPoint presentation and just click through it and the students can follow it step by step and I think that’s really helped students to understand the logic and predictability of a written piece of writing.”

But the changes to instruction in the view of teacher A were not only limited to the use of technology, there were also smaller issues that has been highlighted in their CPD activities, even very simple things such as the techniques used when checking understanding using questions to the students in the classroom

“Yeah, lots of examples are from when I started teaching years ago….questions and how you can use them effectively; asking closed questions and open ended questions….allowing students wait time when you ask them a question; an open question”

Teacher C also methods stated that CPD had had a direct positive effect on their teaching ability, in particular being able to differentiate instruction for different
kinds of learners, in their case being able to cater for the more kinaesthetically inclined learners

“for example if it was a dot they’d clap their hands, if it was a comma they’d pretend to stab with a sword and so then when he read something out, every time he read something out it got them active and motivated and moving about a bit which doesn’t necessarily come naturally to Thai students they don’t get many opportunities I think in the normal classroom to have a bit of fun despite the fact that what they way they want most of all.”

Teacher D highlighted the extra teaching techniques they had put into practice from their professional development activities, the method of using poetry to teach language:

“life for language one of the workshops talked about how to use poetry to teach language and I use this in my teaching which is very interesting and effective.”

The ability to differentiate instruction were the positive outcomes of CPD for teachers B E and G. Teacher B said:

“when it comes to planning and when it comes to one-on-one activities with the students. Have found different methods, how different methods work with different children. It’s been a complete positive influence on what I’ve done.”

Teacher b went on to add that learning styles were a very important facet of their CPD activities.

“Hmm, I’d say immediately acknowledgement of different learning styles and that often has…and also some; I did a workshop on learners of different language abilities particularly in an international setting; not so much teaching English as a foreign language but teaching coursework that is in English to a very varied background of English ability.”

This differentiation of instruction was also stressed by Teacher G
“I attended a workshop on differentiation. Although I study differentiation before that and know a lot of theory behind it and the workshop gives you the insight into how to turn that into a practical application and use your knowledge in order to design your lesson to better suit the needs of your students rather than teaching to one entity.”

Teacher m gave a very general impression of the benefits they had derived from their CPD activities, the positive aspect of applying theory and putting it into practice, into a general teaching methodology that they could understand and then subsequently apply.

“from very basic and quite old theories such as Piaget and Gardner, even going back as far as Freud and you know developmental classical conditioning and stuff like that; very old stuff, if you have a basic grounding in that kind of thing then you can really apply it to modern day scenarios and understand better how you are effecting children or your students.”

The application of what they had learnt had had a very positive effect on their pedagogical knowledge and their instructional ability.

“I think I must be better because I can apply the different theories and the learning that I have gone through to the students that I’m teaching”

Negative aspects of CPD

The negative aspects of Continued Professional Development fell into three distinct categories. Five of the interviewees could not identify any negative aspects of CPD, five identified the time consuming nature of CPD and that sometimes it is not a productive use of resources, and four teachers cited that there were restrictive or coercive practices that could derive from CPD activities.
No negative Effects of CPD

Teachers E could not cite any negative effects of CPD with teacher M further commenting on any possible negative effects of CPD on their teaching methodology and teaching effectiveness that.

“I can’t think of any negative effects really”

Teacher A supported this and gave additional support that even if things teachers learn are not relevant or useful when teachers undertake CPD activities, on the balance of probabilities, teachers only retain and use the things that learn from CPD that work for them.

“No, not at all, I can’t think of any. If it’s stuff you know or stuff you don’t think will work then you won’t use it ... If I’m not sure about it then obviously I’ll try it out and then think ok that didn’t really work so I’ll change it or I won’t use that next time because ...things that work for somebody won’t work for another person... I can’t think of anything negative that I could say about CPD, the more the better; the more opportunities the better.”

Teacher F agreed with teacher A stating

“Negative effects? Well I’d say overall professional development is a good idea...overall I’d say even if it has the potential to be bad; you’re better off doing it than not because professional development is going to spin the wheels in your mind; it’s going to get you thinking about things; maybe you agree or disagree it doesn’t really matter it’s just going through the process of trying to increase your knowledge, skill, and experience in the realm of teaching.”

Although Teacher F did acknowledge that there are some slight negatives of time or money spent on the activities even though the benefits vastly outweighed these.

“there are some negative side effects where maybe you spent some money or some time”
Teacher G was also positive in their personal assessment of CPD but as with teacher F, acknowledged that there are some negative aspects of time pressure, even though they had not experienced those directly themselves.

“For me, no, but I’m sure for some people who might be in pressure, you know, you can’t take everything.”

Not a good allocation of time or resources

The first recurrent theme in relation to the negative effect of CPD did not relate to any aspect of curriculum or instructional ability, it related instead to the allocation of time and resources that teachers felt could be better allocated elsewhere.

Teacher I, K, B, D and L all agreed that utilization of time could be an important negative factor, that the very CPD activities they were engaging in took their time away from other things.

Teacher I said:

“It can make you fed up at times. Why am I doing this? I should be doing something else, etc, etc.”

Teacher K added support to this idea, while they did stress there was a positive aspect of the development activities.

“It’s very time consuming and you just have to spend time, spend a lot of your free time doing that which in a way is good because you can develop your skills and improve yourself but at the same time that means you have less time ... so I would say that the negative effect would be that it is very time consuming”

Teacher B agreed that CPD can be very time consuming but agreed with teacher K that in the long run some of the activities were useful

“The only one I can think of would be time; depending on... life gets busy to do these things on the weekend; all weekend back to work Monday can be straining but I still think it’s worth it in the long run”
They went on to say that not all the CPD activities, in particular some of the workshops were useful, the lecture style of some of the CPD activities meant that teachers did not enjoy them and they should be more interactive in nature and actually involve the teachers as participants rather than as passive recipients.

“There are many of the workshops are hit and miss; sometimes they are actually quite immediately beneficial and enjoyable; and sometimes they are kind of a slog through; people are leaving, people are bored, in general if you are going to invite people and have people cooperate and we are going to have these as more kind of interactive workshops as opposed to lectures that would improve things across the board.”

Teacher D stated that overlap of activities meant that there was a lot of redundancy in the topics covered and that time could be better allocated to cover topics and matters that were not so obvious or common, they also mentioned the waste of not only time, but also the waste of money to pay to attend activities for content they had already been exposed to, an overlap of content matter

“Sometimes this topic may be already also covered by this workshop and will be repeated again in another workshop and they don’t know this and we have to attend the workshop or conference so it can waste some time and money.”

The waste of time of some activities was further emphasized by Teacher I, although they did not stress the overlap of content, but more the fact that some of the information presented to them in CPD activities was out of date and this was in their opinion a waste of time and money.

“We had one woman talking about; well theoretically her speech; and this was a keynote at the EARCOS conference ... the latest research she had was 1994 well a lot has changed since then ... and she hadn’t even bothered to upgrade her stuff ... it gets very annoying because one is wasting one’s time and one’s money.”
Restrictive / Coercive

Teachers C, H, J, and N all stressed the restrictive results of the CPD activities that they had participated in. Teacher C while not having experience negative effects directly observed that teacher with different or unusual teaching styles could have problems.

“I have seen, previously, cases where good teachers with perhaps less than orthodox styles have been either forced or felt forced into certain moulds which were seen to be desirable and in fact the end result was less of a positive teaching experience and also the benefits for the students were not as great”

Teacher C went on to add that this was not a single isolated cases, when asked if they had seen this type of situation before they said:

“Yes I have, more than once.”

Teacher J also stressed the coercive nature of the CPD activities that were available at their school, in essence that there were some serious drawbacks to the types of development available and that CPD was just a way of enforcing uniformity, this all backed up the assertions by teacher C

“Some of the professional development I’ve attended at the school I work at it quite...it ends up being restrictive; telling you to teach to a format; follow prescribed methods which may or may not be useful in order to have all teachers doing the same thing a kind of uniformity or streamlining effect on the teachers. If you are attending professional development from teachers or people who don’t necessarily know what they are talking about then they can be passing on misinformation and just bad information which does happen.”

Teacher H added that the coercive way that some CPD program are implemented was not a positive thing for the teachers and are very restrictive, in the opinion of Teacher H, this negativity was bad in that if teachers are forced to participate in
something they feel they do not need, it can spread to other teachers at the same school.

“Well some things that they call professional development, when they force teachers to attend seminars that if they’ve been teaching the same grade for fifteen years and you’re forcing them to take another seminar on the same thing then they’re going to is there and complain and then that negativity is going to spread to the other teachers.”

Teacher N very vocally articulated the opinion that formal development was overrated and that teaching is something that does not require formal educational training or development or an education related degree

“I think that sometimes when people have education degrees, they seem to feel that they know better then anyone else that what teaching is. I have noticed in observing people with education degrees that at least 50% of them should be doing something else with their time. Having a degree does not necessarily mean that you have the necessary gift to teach.”

Teacher N further added that self directed learning from experience was in their opinion more useful than formal CPD activities.

“I have fallen on my face and I have been humble enough to see where my mistakes are; and to make up for my mistakes and try to do things better the next time and I think that is important in a teacher.”

It is clear that CPD as a concept is accepted as being only positive in nature in theory, however the opinion of those who participate in it; for a variety of reasons; all conclude that CPD in practice has a negative side as well.
Conclusions

Views of professional Development

The view of CPD activities produced a consensual majority that most defined it as a mixture of activities, both formal and informal in nature, the majority however who cited a preference for formal or informal methods of development; cited that informal methods of CPD were foremost in mind when discussing CPD; five teachers citing informal methods; 2 stressing formal methods; and seven preferring a mixed definition.

Actual Professional Development Activities engaged in

The teachers in the international schools mostly engaged in a variety of CPD activities (five teachers) whereas only two of the teachers in Thai Private Schools engaged in a variety of CPD activities.

Formal activities were the most popular individual activity for those teaching in Thai private schools with three teachers from this sector participating in formal activities and no International school teachers participating in only formal study as a form of Continued Professional Development.

Regarding the informal methods of CPD development, there was a balance between the two types of teachers with one international school teacher following informal methods of development and two Thai Private School teachers doing the same.

It would seem that International school teachers follow all methods of development that are available while the Thai Private School teachers prefer a more formal type of development followed by informal methods.
Feelings regarding the school

There is a vast difference in feelings between the teachers in the two types of schools. The teachers in Thai Private Schools were overwhelmingly negative in regard to their schools while the teachers at the international schools were very positive.

Motivation of CPD

International schools are more likely to be motivated by a mixture of factors spread quite evenly over Job Enrichment factors; Equity factors; and Expectancy factors. Teachers at Thai private schools on the other hand are not motivated at all by Job Enrichment factors or Equity Factors but a small percentage of them are motivated by expectancy factors. The majority of Thai Private School teachers are motivated by vocational factors which did not feature at all in the motivation of teachers who teach at an International school.

Effects of CPD

International schools teachers are a lot more positive when describing the effects of their Continued Professional Development activities. Thai Private School teachers are more likely to be positive and negative or even just negative.

Positive Effects

The various types of activity focussed mainly on Pedagogical knowledge with seven teachers citing this type of knowledge that was improved by CPD activities, three teachers thought that it enhanced their social, political, cultural and physical knowledge. No teacher thought that their CPD activities related at all to their Subject matter knowledge,

Long term and short term Positive effects of CPD

It can be seen that the positive effects are quite far reaching and that they can have a long term effect on teaching behaviour, especially the focus on pedagogical
knowledge. If the pedagogical knowledge can also be reflected on by a teacher and built on with subsequent development activities, it will have an immediate short term effect which if effective can be implemented by the teacher into their long term teaching methodology. Therefore all pedagogical knowledge will have a short term effect but will only be categorised as being useful in the long term if the individual teacher actually find it useful and prudent to actually retain its use in the classroom. The social, political, cultural and physical knowledge on the other hand will probably only be of use while the teacher is still practicing within the cultural context for which it applies. These values, once learnt in Thailand for example will probably not be so useful when applied in China or in another European country.

**Negative effects of CPD**

The teachers at the Thai Private schools identified that the CPD activities that they participated in had not much effect (four teachers) whereas only one teacher in an International school identified this as an issue. The only teachers that were negative in relation to the fact that the CPD activities they have undertaken has a restrictive or coercive consequence were those from the Thai Private Schools.

**Long term and short term Negative effects of CPD**

Again it can be seen that the negative effects of CPD in relation to it being restrictive on teaching methodology employed in the classroom and coercive, culminating in some cases with a “one size fits all” approach to teaching, this can have an immediate short term effect which in some cases might stifle future development or at least the freedom to develop in less conventional directions, thus in some cases, where this occurs, there will be long term negative effects for some teachers but these effects could also simply be a temporary aberration that is corrected due to a change of school, a change of management, or even just further engagement with subsequent Continued Professional Development activities.
Chapter V

Discussion, Conclusions, and Recommendations

Introduction

This chapter discusses the findings in the light of literature in Chapter 2, and attempts to identify and develop ideas that have surfaced from these findings placing emphasis on recommendations that can be drawn as well as new questions that have emerged as a result of the findings. The chapter concludes by highlighting any significant issues that have emerged through the course of conducting this study with the final strands of the conclusions coalescing with the duality of issues expressed in future implications for best practices within the school and for teachers, coupled with any possible implications for future research.

This chapter will also make reference to the original research questions and use them to relate to the findings and consequently ground the research in a set of conclusions and recommendations; thus consequently the research will culminate with the drawing together of all the sources, information, literature, and interviews.

The questions that this research looked at were the motivational factors that lead to teacher pursuit of Continued Professional Development (CPD); what teachers think is the effect of Continued Professional Development on their instruction; What the perceived benefit and problems are that stem from a Continued Professional Development program from the perspective of the teachers being studied.
Findings in Summary

Discrepancy between views of professional Development and Actual implementation

Most teachers in the sample defined CPD as a mixture of activities, both formal and informal in nature, the majority however that while they preferred formal and informal methods of development; concluded that informal methods of CPD were foremost in mind when discussing CPD. This directly contradicted the actual Professional Development Activities that teachers used with teachers in international schools mostly engaged in a variety of CPD activities and formal activities being the most popular individual activity for those teaching in Thai private schools.

The assumption that CPD activities centre on formal learning is not true

It would seem from the finding that teachers do know what CPD is and the perceived benefits of it are. Although the majority of teachers all specify formal learning as being the first thing they think of in terms of CPD, actually most teachers follow multiple paths at the same time. However, teachers at International schools tend to follow all methods of development while teachers at Thai Private School prefer the more formal types of development.

Motivational differences in the two types of schools

There was a marked difference in regard to the feelings of the teachers in the two types of schools. The teachers in Thai Private Schools were overwhelmingly negative in regard to their schools while the teachers at the international schools were very positive. Although there are many types of support for Thai teachers, that level of support does not encompass the foreign teachers who are working in Thailand in either school types. Although both types of school in the study were privately owed and not part of the state system of education, it is clear that overall
government policy up till now has done little to encourage CPD activities for foreign teachers. There is no “School-based Training” or “5 - step Career Ladder for Teaching Profession Development” that applies to foreign teachers, so the finding conclude that motivation stems from the teacher, the school, or a combination of the two factors. Up till now, government policy has had little effect on motivational factors.

A more recent phenomenon is that Teachers’ Council of Thailand which specifies the requirement for foreign teachers to pass a series of tests; firstly a pedagogical knowledge test; and secondly a test on knowledge of Thai culture, language, norms and values. This implementation is however still in its early stages and the comments from teachers on the various internet discussion boards have not been very positive. It is however too early to say whether this will have any effect on teacher motivation of CPD and this study was conducted before the TCT requirements were put into place, the TCT tests however do effect teachers working in both types of school in this study.

There is little doubt that teachers do appreciate the benefits of CPD, although there are major differences in levels of motivation in the two types of schools in this study, this could be due to a multitude of factors; the culture of the schools, the labour pool from which the teachers are drawn etc. It might be true that “highly motivated teachers teach students to become highly motivated themselves, repeating a positive, productive cycle. (Czubaj, 1996), there is a hidden dark side of motivation that does not always correspond to having a positive outcome; or in spite of altruistic teacher motivation, can nevertheless culminate with a negative outcome of CPD activities.
Motivation of CPD

The motivational factors that lead to teacher pursuit of Continued Professional Development (CPD) do vary depending on the type of school that the teacher is employed by. International school teachers are motivated by a variety of factors spread quite evenly over Job Enrichment factors; Equity factors; and Expectancy factors. Teachers at Thai private schools on the other hand are not motivated at all by Job Enrichment factors or Equity Factors but a small percentage of them are motivated by expectancy factors. The majority of Thai Private School teachers are motivated by vocational factors which did not feature at all in the motivation of teachers who teach at an International school.

Regarding the pattern of motivation that could be used to encourage CPD, it would seem that teachers in private Thai schools lack overall career progression as equity or expectancy factors are less cited by them and in fact job enrichment factors are not even mentioned; whereas International School teachers are motivated by the full diverse range of factors and make no mention of vocational factors i.e. intrinsic factors inherent to the type and character of employment. This research paper does not attempt to measure which type of motivation is most effective at generating Continued Professional Development which could be looked at in future study.

Overall Effects of CPD

There is a big difference when it comes to discussing the effect of Continued Professional Development on teacher instruction. International schools teachers were a lot more positive when describing the effects of their Continued Professional Development activities. Thai Private School teachers were more likely to be positive and negative or even just negative.
Positive Effects

The various types of activity focussed mainly on Pedagogical knowledge with seven teachers citing this type of knowledge that was improved by CPD activities, three teachers thought that it enhanced their social, political, cultural and physical knowledge. No teacher thought that their CPD activities related at all to their Subject matter knowledge,

Negative effects of CPD

The teachers at the Thai Private schools identified that the CPD activities that they participated in had not much effect (four teachers) whereas only one teacher in an International school identified this as an issue. Teachers at Thai Private Schools were negative in relation to the fact that the CPD activities they have undertaken and stated that there were actually restrictive or coercive consequences on their teaching that derived directly from their CPD activities.

Shulman's original model as revised by Cochran, DeRuiter, & King (1993) was backed up by this study, however it was consistent with all interviewees that the development activities only concentrated on Pedagogical knowledge and Pedagogical content knowledge, with a very slight nod in the direction of Social, political, cultural and physical knowledge. It is perhaps interesting to note that at the present time, the teachers’ Council of Thailand has instigated a culture course for foreign teachers working in the Kingdom that could be an attempt to address this shortcoming. There was no focus at all on Subject matter knowledge; what teachers know about the subject that they teach and this omission is very interesting to observe as it is a cornerstone of what teachers actually present in the classroom. This may vary depending on the type of subject taught by the teacher and was not an issue in this research; however it is a possible avenue of future research to see if there is a difference in Subject matter development depending on the type of subject or the subject that the teacher teaches.
Shulman's original model as revised by Cochran, DeRuiter, & King (1993) only highlighted the positive aspects of Continued Professional Development and did not engage in any kind of measurement of any negative effects of the activities undertaken. In fact for some teachers there was little or no discernable improvement. In fact some activities 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.

The perceived benefits/detractors from CPD on instructional ability can therefore be summarized using the Shulman model and adding the new negative aspects that have been discovered in this research.

- Subject matter knowledge
- Pedagogical knowledge
- Pedagogical content knowledge
- Understanding of social, political, cultural and physical environments
- Little or no discernable improvement
- Restrictive / Coercive effect on teacher behaviour

Issues and Dilemmas

The fact is that CPD occurs for all teachers in the broad definition participate in some kind of CPD as part of a “long-term reflective development of dispositions, knowledge, and skills through a series of stages from neophyte to expert professional” (Pelletier & Shore, 2002) or indeed as “planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom.” (Day, 1999). It is clear that not all CPD activities are equally beneficial and that not all CPD is useful. It would seem therefore prudent to come up with a scheme
of professional development which encompassed the needs to the foreign teacher body (which at present are largely neglected) and attempted to cover the full range of positive outcomes that should be generated by all CPD activities while at the same time attempting to avoid any of the identifies negative aspects. Although the National Education Act requires the “development of knowledge; capabilities; and skills required for personnel and learners”, training courses up till now have not been made available for foreign teachers although the new Teachers Council of Thailand has in the last few months instigated two tests; one for pedagogical knowledge; and one for cultural knowledge; that are specifically geared towards measuring the teaching knowledge that they feel foreign teachers should possess. These tests (as is true for most CPD activities) focus on Pedagogical knowledge, Pedagogical content knowledge, and Understanding of social, political, cultural and physical environments. They however ignore any requirement to improve Subject matter knowledge, and unfortunately the responses on Internet Blogs and discussion boards have been very negative which could be due to the top down approach employed in its implementation.

The most surprising implication is that some CPD activities culminate with little or no discernable improvement in teacher knowledge or teacher ability and in light of the emphasis put on CPD by most international teaching bodies who view CPD as the essential “maintenance and enhancement of the knowledge, expertise and competence of professionals throughout their careers” (Madden & Mitchell, 1993); the fact that CPD activities could have a restrictive or coercive effect on teacher behaviour and their teaching knowledge and methodology is something that should be considered when formulating CPD policy at either the school level, or even at the national level.

It would seem that motivation to do CPD is part and parcel of being a teacher and something that is pursued (although always to different extents) by the vast majority of teachers.
Implications for Practice

The study has implications for the delivery of education to students, particularly focusing on the way that teachers improve their own knowledge and their pedagogical skills. If carefully implemented, recommendations from the findings have the potential to greatly enhance the way that teachers participate in CPD, encourage their participation in CPD, and allow CPD to be used as a tool thus focusing on all areas of knowledge and its subsequent development.

There is a need to match the needs of the school with those of the teachers when planning continuing professional development activities and ensuring that any negative aspects of CPD activities are eliminated from the very outset of the instigation of any CPD program. This could be done by giving more control to teachers in deciding in what professional development activities they participate, both as ongoing study within the school itself and external workshops and other forms of study. Engaging with the teachers directly and having some kind of agreed “development track” could facilitate effective Continued Professional Development.

Finally, the idea of a professional learning community as a positive model to work in schools could also enable the sharing and pooling of knowledge that encompasses all the various types of knowledge identified in the study. There are significant differences between the schools and both types of school take a rather haphazard approach to CPD programs although it must be stated that the International schools are a lot more proactive in promoting CPD with financial support and more encouragement. Nevertheless, a professional learning community and should be promoted and nurtured in both types of school and this would require a cultural shift in the schools and perhaps even a change in teacher attitude. As there is no precursor or reference for this, it will inevitably not be a simple and straightforward thing to accomplish. If there is a collective commitment to the change process with structures in place to promote a
collaborative culture, the evolution can become a positive experience for those involved.

**Implications for Research**

Suggestions for future research as a result of questions that have arisen from the study’s findings are as follows:

Most Continued Professional Development Activities have a very limited focus and have hitherto ignored any kind of negative aspects of some CPD activities. In particular there has been little study on which type of knowledge could best be enhanced through CPD activities or whether a more holistic approach would be more beneficial. There has however been a very noticeable matter of CPD activities ignoring the development of any kind of Subject matter knowledge.

It might be valuable to study why subject matter knowledge is just not considered by many teachers when choosing their CPD activities to whether there is a difference in Subject matter development depending on the type of subject or the subject that the teacher teaches.

Some further development looking at the true extent of the negative effects of CPD could also be researched as a specific topic in future research on continuing Professional Development. There is a need to:

- Increase the amount of qualitative research on topics related to the study of CPD
- Back up the conclusions in this qualitative study with some quantitative support

There are many possibilities when it comes to research and the implications can be far reaching and both beneficial if CPD programs are implemented well as well as having a very detrimental effect if CPD is implemented badly.
The huge difference between staff motivation at International schools and Thai schools also warrants further investigation as to why there is such a vast difference. It would hopefully be possible to bring the two groups together thus pooling and increasing the overall variety of knowledge and development activities so that the two different groups of teachers can effectively complement each other and perhaps in the future may even to a certain extent overlap.

**Future Research**

Involving students in a more longitudinal type of study over the course of several years and where teacher effectiveness could be measured over a long period of time as they participate in their own CPD and thus could be interpreted through the eyes of the students if and when teacher style/ability/methodology undergoes any kind of positive or negative change is an area that has not been fully investigated perhaps due to the complexity of adding subjective student opinions which would be very hard to quantify or perhaps due to the sheer time constraints that necessitate most research to not look at things in the very long term but instead concentrate on capturing a “snapshot”.

A second possible avenue for related research would be to look at Teacher satisfaction and efficacy which could also be measured to see if there is a symbiotic relationship between those and motivation and see whether one is symbiotically connected to the other. A holistic perspective is required to study continuing professional development in the school as an ecological whole perhaps within different cultural contexts. These several facets of study that can be best explored qualitatively on this and closely related topics, which could prove extremely beneficial teachers and teacher educators in their pursuit of consistent, successful professional development in their schools.

Another need for research would look at a systematic evaluation of the criteria for a worthwhile professional development initiative which should be conducted with
an attempt to quantify how much is actually attributed to the teachers themselves. Future study into the professional life cycle of a teacher and future research in reference to their satisfaction and commitment with continuing professional development initiatives may answer some very useful question as the needs and requirements of CPD programs might need to cater not just to a diversity of teacher needs, but also for needs at different stages of a teacher’s life. Finding answers to questions that help to solve the puzzle of what best suits different teachers in different stages of their professional lives is recommended for future research.

Finally, it seems that there is no overall coherent system of CPD in any of the schools. While it may be true that some schools give more support than others in terms of some financial provisions or in terms of making things facilities or materials more readily available; there has not been any instigation of a needs analysis or needs assessment in relation to Continued Professional Development. One possible area of research would be to evaluate and compare structured programs that are already in use and compare them with a comprehensive needs analysis to see if any discrepancies emerge. This could be coupled with an unconstrained analysis of teacher beliefs of CPD to ascertain areas of overlap and thus culminate with an overall consensual system of Continued Professional Development.

**Concluding Remarks**

Continuing professional development can play a significant role in the successful development of teachers and teaching. There is not doubt that teacher knowledge is an important aspect of what a teacher can bring to bear in the classroom, as stated by Hammond; “When all is said and done, what matters most for students’ learning are the commitments and capacities of their teachers”, (Darling-Hammond, 1997, p. 293). When all is said and done, the commitment and
capacity of the teaching faculty can only be developed through some kind of Continued Professional Development strategy.

The improved learning of students is therefore is a direct result of professional development and encouraging teachers who subscribe to very different types of motivation which can differ depending on the type of school that is employing them need to be encourage for all with the proviso of trying to take into account teacher ability and experience and ensure that CPD is a liberating concept and not a restrictive educational straight jacket that is just forced onto teachers with the consequence that teachers are stifled, controlled, coerced, and restricted. A good context in which the professional learning could take place could be a professional learning community that could encompass the whole foreign teaching fraternity that is employed teaching in the Thai educational system.

More recent research has also stressed the importance of incorporating other less self directed methods of CPD such as a mentor-coaching initiative model to enhance teacher pedagogical practices. (Onchwari G, Keengwe J, 2008), although academic thought is still somewhat divided and a lot of emphasis is place on an overall approach which is restricted due to financial constraints, “recognizing, the value of teacher professional development and by strengthening funding for teacher education in various areas.” (Sleeter, 2008)

Many countries are indeed moving CPD away from an informal footing and placing it squarely as one fundamental element required if person wished to pursue the vocation of teaching. England's General Teaching Council (GTC) has instigated a scheme to accredit professional development providers under a Teacher Learning Academy (TLA) program. These plans also coincide with changes to performance management regulations that require teacher professional development be tied to salary. (Milne, 2007).
Park, Steve, Star, Graham, and Oppong, (2007) also cite the standardization of National Board certification helps professional development in several ways: (a) enhancing reflection on teaching practice, (b) establishing a professional discourse community, (c) raising the standards for teaching performances, and (d) facilitating collaboration

We should understand that the professional educator is on a path of learning just as the students that they are educating are, CPD is vital in the path of development then, not just for the teacher, but more importantly for the students as well. To adhere to the concept of “lifelong learning” which teachers attempt to instill in their charges, it is needed for teachers to live and breath this concept as well; as cited earlier, “the educator’s professionalism entails long-term reflective development of dispositions, knowledge, and skills through a series of stages from neophyte to expert professional” (Pelletier & Shore, 2002). It is clear that educational academic thinking has long lauded the possible benefits of professional development albeit within a very positive framework. While there is no denying that CPD activities are an absolutely essential element to contributing to the holistic vision of what a teacher is and what they do, there is a dark side which has been long overlooked and which must be understood so that maximum benefit can be derived from Continued Professional Development Programs. Whichever way the consensus of educational academic theory leans in the future, the laissez faire approach to CPD and the directed and managed approach both have problems. It would seem that the best and most beneficial type of CPD would concentrate on content, be of an extensive and sustained duration, and have a connection to practice and can therefore best influence teacher practice. (Heck, Weiss, Rosenberg, 2008). Whether this comprises of face to face lectures, or other more unconventional methodologies of CPD delivery, CPD does have a requirement to be by nature of sustained and also sustained over time, (Henderson, 2007).
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http://www.teachernet.gov.uk/professionaldevelopment/


University of York: Faculty of Education.

http://www-users.cs.york.ac.uk/~mark/cpdforum/definition.html


### Appendix I

**International schools in Thailand**

**Source:** [http://www.isat.or.th/member_schools.asp](http://www.isat.or.th/member_schools.asp)

1. American Pacific International School
2. American School of Bangkok (The)
3. Anglo Singapore International School
4. Bangkok Grace International School
5. Bangkok International Academic School
6. Bangkok International Prep School
7. Bangkok Patana School
   - British International School, Phuket (Formerly Dulwich College)
8. Bromsgrove International School Thailand
9. California Christian International School
10. Charter International School
11. Chiang Mai International School
12. Christian German School Chiangmai
13. Concordian International School
14. Ekamai International School
15. Garden International School (Rayong & Bangkok)
16. Grace International School
17. Harrow International School
18. Harrow Kindergarten International School
19. International Community School
20. International Pioneers School
21. International School Bangkok
22. International School Eastern Seaboard
23. International School of Pattaya
24. IPC International Kindergarten
25. Keera-Pat International School
26. Kiddykare International Kindergarten
27. Kids’ Academy International Pre-School
28. Kincaid International School of Bangkok
29. KIS International School (KIS)
30. Korean International School of Bangkok
31. Ladybird International Kindergarten
32. Lanna International School
33. Learning Home International Kindergarten
34. Lord Shaftesbury International School
35. Lycée Français International de Bangkok
36. Melodies International Kindergarten
37. Meta International School
38. Modern International School, Bangkok
39. Modern Montessori International Preschool
40. Mulberryhouse International Pre-School
41. Nakorn Payap International School
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<thead>
<tr>
<th></th>
<th>School Name</th>
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<tbody>
<tr>
<td>43</td>
<td>New International School of Thailand</td>
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<td>Niva International School</td>
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<td>45</td>
<td>Pan-Asia International School</td>
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<td>46</td>
<td>Park Place International School</td>
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<td>47</td>
<td>Prem Tinsulanonda International School</td>
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<td>48</td>
<td>Prep International School</td>
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<td>Ramkhamhaeng Advent International School</td>
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<td>Rasami International School</td>
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<td>RC International School</td>
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<td>52</td>
<td>Redeemer International School Thailand</td>
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<td>RIS Swiss Section – Deutschsprachige Schule Bangkok</td>
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<td>Ruamrudee International School</td>
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<td>55</td>
<td>Seeh Phinong International Kindergarten</td>
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<td>56</td>
<td>Shrewsbury International School</td>
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<td>57</td>
<td>Siam International School</td>
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<td>Singapore International School of Bangkok</td>
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<td>St. Andrews International School, Bangna</td>
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<td>St. Andrews International School, Rayong</td>
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<td>St. Andrews International School, Sathorn</td>
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<td>St. George’s International School</td>
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<td>64</td>
<td>St. John’s International School</td>
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<td>St. Stephen’s International School (Bangkok)</td>
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<td>Thai-Chinese International School</td>
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<td>Thai-Japanese Association School</td>
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<td>The Early Learning Centre</td>
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<td>The First Steps International Preschool</td>
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<td>The Regent’s School-Bangkok</td>
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<td>Topsy Turvy International School</td>
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## Thai Schools that have an English Program


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<th>No.</th>
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<th>School Name in English</th>
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<td>โรงเรียนกรุงเทพคริสต์เสถียร</td>
<td>Bangkok Christian College</td>
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<td>Udomsuksa School</td>
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<td>Lertlah Thanon Kanchanapisek School</td>
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<td>Sarasawitaedsuksa School (Samut Prakan)</td>
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<td>Anuban Bussabong School (Phuket)</td>
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<td>47</td>
<td>โรงเรียนมกุฎเอเชีย (นนทบุรี)</td>
<td>Maghutasia School (Nontha Buri)</td>
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Appendix II: Sampling Questionnaires

The aim of the research is to discover the best ways to motivate teachers so that they participate in some kind of professional development program and what some of the benefits of such a program is. All data collected will be confidential.

1) Gender (delete or underline as appropriate)
   Male
   Female

2) How long have you been teaching?
   ___ years

3) How long have you been teaching in Thailand?
   ___ years

4) How old are you?
   ___

5) What is your level of education? (delete or underline as appropriate)
   None
   High School
   Bachelor
   Master
   Doctor
   CELTA
   PG Dip TESOL
   Grad Dip Ed (Secondary)
   (In Program)

6) Do you have any teaching qualifications? If yes which qualifications?
   Go: ____________________________

7) What is your nationality?
   NZ

8) What subject(s) do you teach?
   English (ESL), IGCSE ESL

9) What age groups do you teach? (delete or underline as appropriate)
   Kindergarten
   Primary
   Secondary

10) What type of school do you work for: Private School/Government School/ International School? (delete or underline as appropriate)
    Private School
    Government School
    International School

11) Do you engage in any kind of Continued Professional Development (activities to improve you as a teacher: e.g. seminars/conferences, reading journals, e-learning, extra courses/qualifications)? What kind?
    Yes / no: Kind of development activities:
    Workshops, Professional...

12) Contact details: Name/Telephone number/ Email address
    James Beere 0899994026 James_b@charonschool.uz.th

Thank you very much for taking part in this survey.
The aim of the research is to discover the best ways to motivate teachers so that they participate in some kind of professional development program and what some of the benefits of such a program is. **All data collected will be confidential.**

1) **Gender** (delete or underline as appropriate)
   - Male **Female**

2) How long have you been teaching?
   - **years**

3) How long have you been teaching in Thailand?
   - **years**

4) How old are you?
   - **years**

5) What is your level of education? (delete or underline as appropriate)
   - None **High School** Bachelor **Master** Doctor

6) Do you have any teaching qualifications? If yes which qualifications?
   - Yes **No** CELTA

7) What is your nationality?
   - **British**

8) What subject(s) do you teach?
   - Key Stage Primary Literacy

9) What age groups do you teach? (delete or underline as appropriate)
   - Kindergarten **Primary** Secondary

10) What type of school do you work for? Private School/Government School/International School? (delete or underline as appropriate)
    - Private School **Government School** International School

11) Do you engage in any kind of Continued Professional Development (activities to improve you as a teacher: e.g. seminars/conferences, reading journals, e-learning, extra courses/qualifications)? What kind? **In Staff Training**
    - Yes **No** Kind of development activities:
      - **Seminars**

12) Contact details: Name/Telephone number/Email address
    - Leo Douglas 0851 642 572
    - leodouglas19@ymail.com

Thank you very much for taking part in this survey. If you have any questions please call me on 086 555 5953.

Harvey Taylor
The aim of the research is to discover the best ways to motivate teachers so that they participate in some kind of professional development program and what some of the benefits of such a program is. **All data collected will be confidential.**

1) Gender (delete or underline as appropriate)
   - Male
   - Female

2) How long have you been teaching?  
   ___ years

3) How long have you been teaching in Thailand?  
   ___ years

4) How old are you?  

5) What is your level of education? (delete or underline as appropriate)
   - None
   - High School
   - Bachelor
   - Master
   - Doctor

6) Do you have any teaching qualifications? If yes which qualifications?  
   (Yes/No):

7) What is your nationality?  
   - US
   - Thailand
   - Mostly
   - Both

8) What subject(s) do you teach?  
   - US-Multiple Subjects
   - Thailand-Multiple Subjects
   - Mostly
   - Both

9) What age groups do you teach? (delete or underline as appropriate)
   - Kindergarten
   - Primary
   - Secondary

10) What type of school do you work for: Private School/Government School/International School?
    - Private School
    - Government School
    - International School

11) Do you engage in any kind of Continued Professional Development (activities to improve you as a teacher: e.g. seminars/conferences, reading journals, e-learning, extra courses/qualifications)? What kind?
    - Yes
    - No

12) Contact details; Name/Telephone number/ Email address
    - Jessica Varko 084-282-1849 varko@yahoo.com
    - Thank you very much for taking part in this survey. If you have any questions please call me on 086 5555953

Harvey Taylor
The aim of the research is to discover the best ways to motivate teachers so that they participate in some kind of professional development program and what some of the benefits of such a program is. **All data collected will be confidential.**

1) **Gender (delete or underline as appropriate)**
   - Male
   - Female

2) **How long have you been teaching?**
   - years

3) **How long have you been teaching in Thailand?**
   - years

4) **How old are you?**

5) **What is your level of education? (delete or underline as appropriate)**
   - None
   - High School
   - Bachelor
   - Master
   - Doctor

6) **Do you have any teaching qualifications? If yes which qualifications?**
   - Yes
   - No

7) **What is your nationality?**

8) **What subject(s) do you teach?**

9) **What age groups do you teach? (delete or underline as appropriate)**
   - Kindergarten
   - Primary
   - Secondary

10) **What type of school do you work for: Private School/Government School/International School? (delete or underline as appropriate)**
    - Private School
    - Government School
    - International School

11) **Do you engage in any kind of Continued Professional Development (activities to improve you as a teacher: e.g. seminars/conferences, reading journals, e-learning, extra courses/qualifications)? What kind?**
    - Yes
    - No
    - Kind of development activities:

12) **Contact details: Name/Telephone number/Email address**

Thank you very much for taking part in this survey. If you have any questions please call me on 086 5555953.

Harvey Taylor
Appendix III: Interview Transcripts

Teacher A: Male: International school

Do you like working at your school?

Yes, well you know for a start I enjoy teaching and I enjoy working with the kids, the kids are predominantly Thai and I enjoy working with Thai learners in general; it's well resourced, a lot of facilities, they support professional development, they pay decent, competitive salaries.

How motivated are you as a teacher?

I'd say I'm a very motivated teacher; I’ve continually developed my skills throughout my career and I enjoy planning and designing lessons that challenge the students and help them to improve in the subject area that I teach which is ESL (English as second language)

What are the qualities of a good teacher?

I think a good teacher has to be organized, has to be a good communicator, verbal and non verbal communicator they have to be friendly, open and relaxed with the students but then they also have to have a firm side; to control classroom management issues when working with children, they need to be creative, yeah I think, all of those things.

Have you ever felt cared about by your school?

I think a lot of people at schools that I've worked at in the past do kind of feel undervalued at times. I think that’s the nature of teaching it’s a very unselfish kind of profession, but in terms of what response you get from students I don't feel undervalued in that sense, there are times at the school where you feel your work is not recognised but I think that's the case in every job or form of employment.

Have you ever had a negative experience?

I've never had any conflicts in terms of my profession and in terms of my professionalism; my schools have always been happy with my work and always been happy with my teaching and have always supported me in my development, I’ve always received promotions and things so in terms of that, it's been fine.

There’s always issues with salaries and things where it's not always equal, I think that’s the same everywhere, particularly I know a lot of schools have this problem with ESL teachers are usually on a; there is usually a disparity between the salaries that ESL teachers and the salaries that mainstream qualified teachers
receive which I'm not sure I agree with.

**What motivates you to develop yourself as a teacher?**

Naturally I'm a very self motivated person and I'm motivated by wanting to do a better job; to challenge myself in new areas, to incorporate new aspects into my teaching and just make myself a better teacher so I can become more effective; I'm motivated by job opportunities, finding better places; moving up in terms of promotion or maybe when it comes to moving to another country having development in terms of opportunities.

**Would you say, Motivation comes from internal or external factors, things that are intrinsic to you?**

Probably; It's both; definitely both because if I'm feeling bored in my job then I need something to challenge me; I think that's internal, but then obviously I'm still an ambitious teacher and I'd like to do better in my job so that I will get a better job. So both I think it's both equally.

**If I was to ask you to choose one thing that motivates you to develop yourself as a teacher what would you say?**

Right now it would be to get better conditions of employment opportunities and conditions really, That will change because after I’ve finished; my graduate diploma of secondary to make me a qualified secondary teacher which will put me on the same scale. Once I've finished that I'll still be doing the same job though, it's not going to affect my job but it will affect my conditions that I get, so I’m going to do that but then after that I’m going to on and do a masters, I’m not really going to get any benefit for that though in terms of salary because there's no increment for masters degrees at my school.

**Do you think teacher motivation is the responsibility of teacher, the school, or the student?**

It's definitely something the school should encourage but ultimately it comes down to the individual and that individual’s willingness to develop their skills and their abilities to the maximum and comes down to an individual who can reflect on their own performance and look at themselves critically and identify those areas that need work and then to go out and improve those areas which is what good teachers do. That’s another important quality, the ability to reflect; in fact I think that would be one of the most important qualities of a teacher.
What in your opinion is CPD?

I think it's actively, well it could be anything, it could just be having a chat with your colleagues in the staffroom about classes that you’re having problems with or a class that is going really well; sharing your ideas; or it could be going to conferences or seminars as a participant or taking part as a presenter which a lot of teachers like to do, it could be taking on courses which are offered through the school or which are offered over the internet or which you can do through universities internationally. Yeah, so, professional development, there's a very broad spectrum from just doing it yourself to, discussing it with colleagues, reading books or taking part actively in these organized events.

I’ve defined CPD as work based activities; personal activities outside of work; seminars and conferences; and self directed and informal learning.

That sounds pretty comprehensive.

Have you participated in CPD any of these types?

I’ve participated in all of those, I mean I’ve, do you want me to be specific?

Just give me a few examples.

Informal, yeah, I do read books I do read journals, every time I go to the library I pick up the teaching journal and flick through that and choose the relevant articles to read.

If it wasn’t readily accessible would you go out of your way to read it?

If I couldn’t get it I probably wouldn’t go looking for it I guess my school is good in that it makes that stuff accessible to us but then I read education stuff in the Bangkok post and other types. I've done the CELTA course; in 2003 I did my post graduate diploma in TESOL through Sheffield Hallam university and that was also combined with the trinity diploma and I managed to get a distinction in those which was good because I don’t they are given out often, I mean I did put a lot of work into those and kinda got that as a result.

And now I'm doing the graduate diploma in education which I started last year in 2006 and I’m more than half way through that now and I’ll finish that in November and then I’m going to go on and do another masters. I've presented at Thai TESOL a few times as a presenter and as a participant. I give presentations at school on teaching ESL learners to mainstream teachers who don’t have that much experience with ESL learners.
You've done quite a broad range of activities

Yeah, Professional development is part of my job

What has primarily motivated you to participate in CPD?

Well, I think just what we talked about before. The graduate diploma of education I’m doing because I need to get it; I need to do the job; for the future, that’s an extrinsic kind of motivation I’ll get better conditions and a better salary whereas the conferences that I attend and everything, that’s more intrinsic, I do those just to go along and get some ideas that I can use in my teaching, to make myself a better teacher.

Some have short term goals and some have long term goals

Yeah that’s right, there’s a difference there in what I take on, next week there's one at Harrow that I might pop along to that in the morning.

How have you developed yourself as a teacher in the last 12 months?

We have inset days at Harrow; I’ve been to those and I've also presented at those; I presented at one in September, presented on, a presentation on ESL language learning methodologies and theories and my school sent me to Japan to train as a teaching ESL learners in mainstream classrooms; that’s the department of children’s services in Australia; the south Australian government run it; and I've been trained as a tutor for that in Japan so now I’m about to start next week; I’m going to start delivering the course to teachers so that they get trained up and receive a certificate for that.

Yeah so that's two things and there were a couple of conferences last year where I participated as a presenter mostly and also as a participant obviously, so I go along and present and go along to other people’s workshops as well. I'd say there were at least four conferences last year.

Would you still do these things if there was no extrinsic force making you do them?

Yeah I do, because those ones, I'm not obliged to do those, the inset days at Harrow I am because it’s kind of part of my job description, but the ones that are on the weekend and things,

You don’t have to do them?

Yeah, I mean it does look good if I do them I suppose at work but it’s not the main reason I do them, I do it to sharpen my skills and things.
How has CPD had a positive effect on your teaching or your teaching methods?

I think, every time I go to a workshop or a seminar I always come away with something even if it’s 90 percent of it I know or it’s common sense; there have always been a few little points that I can get then I’ll incorporate those in my teaching; if it works then I keep using it if I find it’s not mine then I adapt it a little bit it could be a technique or an activity or just a piece of knowledge.

Can you think of any specific examples where it has been beneficial in the instructional process?

The one I went on in Japan and also the courses that I’m doing by distance there's a lot of technology; using data projectors and stuff and computers and PowerPoint presentations, which I think that is one area that I need to work on because I don’t do enough of that in my lessons and since going to Japan I’ve taken a lot of the ideas I learnt there and incorporated those into my lessons like when I’m teaching writing for example I’ll give them an essay; an argumentative essay that they have to write and we'll go through it step by step and I’ve figured out how to do the introductions and use all these nice highlighted; how to highlight parts linking words and you know reframing the question and things and pointing that out all really clearly on the PowerPoint presentation and just click through it and the students can follow it step by step and I think that’s really helped students to understand the logic and predictability of a written piece of writing.

Has it made you use different techniques in the classroom?

Yeah, lots of examples are from when I started teaching years ago; you know just little things like using questions and how you can use them effectively; asking closed questions and open ended questions. Another thing I read as part of my course was allowing students wait time when you ask them a question; an open question; the students need; you’re meant to give them maybe 15 seconds; up to 15 seconds to formulate their response and say it because the kids, the ESL learners are having to think about what to say and how to say it whereas before I think always didn’t really wait that long I might give them 3 or 4 seconds and then I’d say well maybe someone else has the answer. But after reading about that and thinking about it I’ve incorporated that into my teaching now so I consciously make an effort wait; to give them 10 seconds or so and I think that they come out with something after that, it has made a difference

So overall CPD has positive effect?

Absolutely. I mean a lot of teachers might think they know it all already but I
think that it comes down to the individual teacher doesn’t it if you go in with a positive frame of mind; I’m going to go into this I’m going to get something out of it and take away what’s relevant. I think definitely.

**Are there any negative effects of CPD?**

No, not at all, I can’t think of any. If it’s stuff you know or stuff you don’t think will work then you won’t use it because you don’t always agree with what the presenter says and that’s fine, everyone has their opinions and so I just don’t take that on board; I discard it or If I’m not sure about it then obviously I’ll try it out and then think ok that didn’t really work so I’ll change it or I won’t use that next time because people have different learners, different classroom contexts; things that work for somebody won’t work for another person. But yeah I can’t think of anything negative that I could say about CPD, the more the better; the more opportunities the better.
Teacher B: Male: International school

Do you like working at your school?

Yes I do very much.

Why do you like working there?

Generally all staff, well me myself personally I feel supported by administration; students tend to respond well to us when I see them outside of school, always very pleasant tend to wave to me across the hall at MBK; parents are supportive and I feel rewarded for what I do.

How motivated do you feel as a teacher?

How motivated do I feel? I feel fairly motivated, I tend to get to school before I need to I grab lesson plans and things and I’ll go in and double check a couple of things I’ll go in early just to make sure that the projectors up, ok great. The science kit’s there, yes our science assistant knows what’s going on, so I’d say fairly motivated.

Why are you motivated?

Part of one’s motivation to do these things and spend the prior time setting things up obviously makes one’s life easier. I think that if I prepare more it makes the class go better and the students do better it’s just much more of an enjoyable experience all around.

Have you ever felt cared about by your school?

Cared about? Yes I have, in many different ways. Being a foreign teacher there are government liaisons who tend to take care of passports and visas and all various government paperwork. When you first arrive they definitely put the foot out to make sure you are comfortable and double check how you are doing

Have you ever had any negative experience at the school?

Negative experience at the school? Erm… Nothing incredibly so, obviously the surprise cover of a class or sometimes the surprise illness; that’s just something that doesn’t fall into how I thought my day was going to be.

What motivates you to develop yourself as a teacher?
Well the more you know the more pleasant life is in general would make by job easier therefore the response from my students would be more pleasant, make it easier and more fun.

**Do you think teacher motivation is the responsibility of the teacher, the school, the students? Where does motivation come from?**

Well a school does have a certain responsibility to think about the motivation of their teachers in the sense as treating their teachers as an investment and not so much as an expense and a lot of that diligence does lie back on the teacher to follow through with what they need to do to accomplish that and the students have a bit in there too. Obviously a good rapport with students helps with motivation.

**Are there any other factors that affect your motivation?**

Just overall job satisfaction it’s difficult to be satisfied in a job where it feels though you are not doing well.

**Where does your primary motivation come is it from you internally or are there external factors that cause you to be motivated?**

For myself it’s primarily internal; we don’t have a whole lot of observation; there aren’t administration checking the classrooms all the time. I suppose if you really want to slough it off and lose motivation there would probably be room to do that.

**What in your opinion is Continued Professional Development?**

Continued Professional Development? I would say unlike some places in the United States it’s not a continuation of certificates and certificates and certificates; but it’s the amount of hours spent in a larger scale professional development; conferences, workshops, there’s many international workshops throughout the region; that would do it.

**CPD is been variously defined but I’ve defined it as work based activities, personal activities outside of work; courses, seminars and conferences; self directed and informal learning have you participated in any CPD as defined in these four descriptions?**

Yes I have, I’ve pursued to further my education and qualifications in being a teacher. I have participated in outside workshops, right now I’m signed up to go to a workshop next month and another one in school over the weekend. So I’ve done some and I’ve got some lined up.

**What has primarily motivated you to participate in your own Continued Professional Development?**
Originally, the professional development that I partook in on my own wallet and in my own time was in particular to pursue a better teaching qualification.

**Why did you decide to pursue a better teaching qualification?**

To be employed in a better institution.

**How have you developed yourself recently? Can you give me one or two specific examples?**

I’ve been taking post graduate classes in education; written a fair amount of papers through that school mostly regarding the curriculum which I work in; and through that a fair amount of research and I have spoken with various people in my school in charge of curriculum; particularly the MYP whose in charge of that curriculum and had various lengthy talks with him.

**MYP, what is that?**

Middle years program under the development of the international baccalaureate association.

**How has CPD had a positive effect on your ability to teach? Has it affected your instructional ability? Can you think of any ways that it has improved you?**

Hmm, I’d say immediately acknowledgement of different learning styles and that often has…and also some; I did a workshop on learners of different language abilities particularly in an international setting; not so much teaching English as a foreign language but teaching coursework that is in English to a very varied background of English ability.

**Are there any negative effects you can think of from any development activities?**

The only one I can think of would be time; depending on… life gets busy to do these things on the weekend; all weekend back to work Monday can be straining but I still think it’s worth it in the long run.

**Is there anything that will keep you motivated to develop yourself in the future?**

Many of the workshops are hit and miss; sometimes they are actually quiet immediately beneficial and enjoyable; and sometimes they are kind of a slog
through; people are leaving, people are bored, in general if you are going to invite
people and have people cooperate and we are going to have these as more kind of
interactive workshop as opposed to lectures that would improve things across the
board.
Teacher C: Female: Private school

Do you like working at your school?

Yes I do because I have quite a lot of autonomy on the other hand there are expectations that you might not find perhaps in Britain such as the socializing aspect that doesn’t always come naturally.

How motivated would you say you are as a teacher?

I feel I’m very motivated, students’ needs are uppermost in my mind and that’s the reason why I’m here and working in Thailand.

What in your opinion are the qualities of a good teacher?

Well I think you need to get to know your students; preferably if you are teaching a small class you should dedicate at least some time to get to know not only their needs academically but also what they are like as people and what their strengths and weaknesses are skills wise as well as personality wise.

Have you ever felt cared about by your school?

Cared about? Well they have a strange way of showing it. I don’t feel like they want to replace me but I don’t feel they go out of their way to tell I’m doing a good job.

So they haven’t done anything that would make you think that they care about you as a long term asset of the school?

Well, partly that’s not their fault because work permits are only yearly but in terms of trying to accommodate some of my wishes it’s been an uphill battle in terms of timetabling and wishing to take time off.

And you work for a private institution?

Yes that’s right.

Have you had any negative experiences at the school?

Not really, I think that wherever you work you’re bound to get on with some colleagues better than others. No I don’t suppose it’s that much different from working anywhere else.
What motivates you to develop yourself as a teacher?

I think it’s important to keep up with the latest technology and be able to advise students about websites they can visit to supplement the lessons they are receiving from me. Basically I want my students to have the best possible experience whilst they are with me.

Teacher motivation; is it the responsibility of the teacher, the school, or the students? What factors motivate a teacher, what should motivate a teacher?

It’s a bit of all three not that I think that students are responsible for motivating me but certainly the institution should be responsible; maybe a bit of a carrot and stick approach works; not so well with me; but in general the bottom line is that it’s up to the individual to motivate themselves.

You don’t think the school has a role in forcing people to be motivated?

I don’t think you can force somebody to be motivated. You can force them to take courses; you can force them to teach in a particular way. But motivation I think is internal it’s a personal thing.

So if a school said that you must do something, do you think that’s counterproductive?

I don’t think it’s counterproductive but I don’t think it would necessarily have the desired effect. I would obviously comply with those sorts of requests but I don’t know that it would necessarily motivate me any more than I already am.

What in your opinion is Continued Professional Development?

I think it’s a mixture of looking at all the resources available, looking at new theories on learning even so far as looking at psychological theories. I think that internal training can be useful; certainly attending conferences; meeting people from other institutions; I think that can be invaluable as well.

Many definitions define CPD as work based activities, personal activities outside of work; courses seminars and conferences, and self directed and informal learning, have you participated in any of these different types.

Certainly I’m self motivated so I come under that heading. In my three years here I have attended one conference and there have been not that many opportunities for learning within the workplace; having said that colleagues have been very helpful; so an informal network has helped me improve my teaching methods and style and boosted my motivation.
What has primarily motivated you to participate in Continued Professional Development?

Well I think that as I said earlier, the main thing is wanting to be the best teacher I can be to my students, having said that there is also a personal element because I’m quite ambitious and in the long run if you’re not up to speed then you’re not going to get anywhere.

So would you it’s intrinsic or extrinsic motivation that makes you develop yourself and do CPD activities?

Mainly intrinsic I would say.

If there was no financial incentive; if there was nowhere to go, nowhere to develop yourself, no position to aspire to you’d still do it?

Definitely, without a doubt. Life becomes very boring if you don’t try to stretch yourself.

How have you developed yourself in the last few years?

In the last few years... mainly through the Internet, it’s quite isolated working in Thailand; the number of conferences are few and far between, so mainly I relied on things I found on the Internet or colleagues, friends, other teachers.

How has CPD had a positive effect on your ability to teach?

Well I think that even though on occasion I’ve had to repeat the same course a number of times; because I’ve had these outside influences coming in; I’ve been able to develop the course and provide a better service.

You don’t think you could develop yourself just by reflecting on what you are doing?

Well that’s part of it; I mean you do that after every lesson don’t you? And at the end of a course, there are evaluations in place both by the students and by line managers and self evaluations, yes that certainly comes into it.

Talking specifically about Instructional techniques, how has CPD had an effect on that?

Well, mainly my professional development has been of an informal nature, one thing that had an effect on me in terms of delivery in the classroom was in fact a program that I watched on the television about an award winning teacher in the UK named Phil Beale, so I picked up a few pointers from him, that’s the sort of informal methods I’m talking about.
What specific things?

One thing that he did was when he was teaching punctuation he got the class to make noises for each punctuation mark; for example if it was a dot they’d clap their hands, if it was a comma they’d pretend to stab with a sword and so then when he read something out, every time he read something out it got them active and motivated and moving about a bit which doesn’t necessarily come naturally to Thai students they don’t get many opportunities I think in the normal classroom to have a bit of fun despite the fact that what they way they want most of all.

Are there any negative effects of doing development activities?

Not for me but I have seen, previously, cases where good teachers with perhaps less than orthodox styles have been either forced or felt forced into certain moulds which were seen to be desirable and in fact the end result was less of a positive teaching experience and also the benefits for the students were not as great. That hasn’t happened to me but I can see how it could happen.

You’ve seen that happen to somebody?

Yes I have, more than once.
Teacher D: Female: International School

Do you like working at your school?

Yes, my school is an international school and I feel that the working environment is very international which is what I want; the teachers are very nice and my supervisors are very supportive, so that’s a reason

How motivated are you as a teacher?

First of all, I think I like to talk in front of people; I like to give my ideas to students, that’s the main reason I want to be a teacher; second there are a lot of holidays, third compared with other work or other jobs you can earn quite a lot of money in Thailand teaching in an international school

You would say you are very motivated working as a teacher?

Currently? Yes I would think so.

What in your opinion are the qualities of a good teacher?

A good teacher, first of all they should enjoy teaching, second I think they should have done basic courses on how to teach; like how to organize your curriculum; how to; give a lecture how to develop material and also how to use current technology to teach third also I think continued professional development is important.

Have you ever felt cared about by your school?

I think so, my supervisors they are very supportive. If anything happens during my teaching; if there are any problems they will help me to solve them in the first place; second they really care about teacher professional development, my school always organizes all kind of seminars, workshops, and conferences, they even provide a professional development allowance to give the teachers opportunity to go abroad to attend conferences or seminars.

So they actually give you an allowance so that you can do your own professional development?

Sure

What motivates you to develop yourself as a teacher?
First of all I think it’s very competitive now so if I want to remain in my job then I have to develop myself; second of course I want my students to enjoy my class I want to give them more so I have to learn more about how to teach; third I want to enrich my resume, I want to make it look good.

**Do you think teacher motivation is the responsibility of the teacher, the school, or the students?**

I think both teachers and the school should take the responsibility because if you want to be a good teacher or you want be a good teacher or if you want to stay in the job longer then you have to motivate yourself and if schools want to keep good teachers for your schools, if you want to keep good teachers to teach for you and you want to have good quality teachers you have the responsibility to motivate them.

**What in your opinion is Continued Professional Development?**

I think conferences and seminars are good but sometimes are just too serious they need to give you more practical teaching methods how you can develop teaching materials; I think they are more important than just giving teachers series of ideas how to teach. Get teachers more involved; not only the supervisors or curriculum planners I think they don’t really understand how to be a good teacher in the classroom and I think those teachers should be the ones who give the lectures to train.

I have defined CPD as work based activities, personal activities outside of work, conferences and seminars, and self directed and informal learning.

**Have you participated in any of these kinds of professional development activities?**

Yes, I have participated in some conferences; I am also doing my masters degree so that can be considered as a formal one and on the job training, we always have staff meetings which some curriculum planner will give a lesson or will give interesting articles they read from some journals.

**Which do you think is the most effective type of professional development activity?**

I think the on the job training, the teachers they read some articles or they give their own experience to you

**What primarily motivates you to participate in development?**

I think it’s to be a good teacher, to want to be liked by students.
What other factors do you think about when you think about motivating yourself to do develop activities?

Money and position, I am sure if you put more in your resume then your next job will give you more money right? If you don’t want to be a teacher anymore, you want to become a curriculum designer or something then it will help you.

You’re quite ambitious then?
I think so.

Do you motivate yourself naturally or do you need someone else to help motivate you?

Naturally.

How do you motivate yourself?

I think I set my goals quite high, so that’s a reason, if I want to reach my goal I have to keep going and going.

How have you developed yourself as a teacher in the last few years?

In the last few years? I took a course at ABAC, the masters degree; Also I try to attend as many seminars as I can which are organized by some international schools around Thailand; if i have enough allowance I will go abroad; some international schools in Tai Pai, Hong Kong, Singapore.

Can you give me any examples of conferences and seminars and what the topics were?

The topics? Last year I attended language for life organized by Pattana international school which was very good.

How has CPD had a positive affect on your ability to teach?

There is a lot I have learnt; I mean methods to teach like last year as a I mentioned before I attended the seminar in Pattana International School; life for language one of the workshops talked about how to use poetry to teach language and I use this in my teaching which is very interesting and effective.

Any other ways that you’ve used what you’ve learnt in your development to make the teaching and learning experience better for you, you students, and for your school?
I took courses in ABAC some courses talked about student evaluation and like using formative and summative (evaluation), and I use this for my students evaluation as well

**You don’t think you would have picked up these skills just by getting experience in the classroom?**

Sure you can get such experience by teaching in the classroom but the way you learn from a formal course can help you organize your form or your evaluation system more systematically you know, more scientifically.

**Can you think of any negative effects of doing development activities?**

Overlap you know; sometimes this topic may be already also covered by this workshop and will be repeated again in another workshop and they don’t know this and we have to attend the workshop or conference so it can waste some time and money.

**Do you sometimes get contradictory information? One conferences says one thing and another seminar says another**

Yeah sure, that’s unavoidable, sure when this problem happens, I just choose what I think what I believe.

**Overall your experience of professional development has been positive or negative?**

Positive
Teacher E: Female: Private school

Do you like working at your school?
Yes, I do.

And why do you like working there?
Because I have lots of lovely children and I have excellent team of teachers that I work with and great boss.

How motivated are you as a teacher?
Very motivated.

Can you tell me why?
Why? Because I feel that without being prepared and up-to-date with the things that you know that you’re teaching and walking into the classroom seems pointless unless you really know what you wanna do.

Okay, so what, in your opinion, are the qualities of a good teacher?
Patience, understanding of the children of your level, kindness with all abilities, motivation, motivating your children, enthusiasm, charisma, all rounded someone that they can approach and understand.

Have you ever felt cared about by your school?
Yes.

What did the school do?
They always check whether I’m happy in the class and whether students are happy and enjoy what they’re doing. Any support I need with teaching assistant or mom’s coming to help or things that’ll make teaching environment much nicer.

Have you ever had any negative experiences at your school?
No, not really.

What motivates you to develop yourself as a teacher?
The children will probably be the best motivation because you want to make sure that you’re teaching them the best thing you can.

**And are there any other factors that might influence you?**

Certainly, promotion within the school. You wanna be seen as a good teacher. You don’t wanna be seen as a bad teacher. Someone who keeps up-to-date of what’s going on and thus be promoted and get higher on your career.

**Do you think teacher motivation is the responsibility of the teacher, the school, or the student?**

The teacher and the school. It has to be both or it’s not gonna work.

**What, in your opinion, is continued professional development?**

Any development that you do to improve yourself.

**What activities would you consider are applicable?**

New teaching skills and books and resources. Sales Seminars, team-building activities which then you can sit back as student rather than a teacher and become what you wanna be.

I’ve defined CPD, continuing professional development, as things that you do at work, work-based activities, personal activities outside work, courses, seminars and conferences as well as self-directed informal learning? Have you participated in any of these types of developments?

Within school, there are several seminars, in-house seminars to expand the teaching knowledge or new books that are introduced, different ways of learning, like for example, Jolyphonics and somebody has come over and taught ???, how do we learn to teach that? Team-building activities always, meetings, with general tips and ideas from other teachers.

**So most of your development is done within school?**

Within school, but there’s always stuff that you can do outside from reading teachers magazines, books, and ...

**Does the school make it compulsory or do you have a choice to do it?**

Choice, not compulsory. Everything is on your own choice.

**Do you do it in your own time or..?**
In my own time.

**Do you do it on weekends?**

Outside the school hours, after school, on holidays, see what’s upcoming and doing that.

**So if I ask you what is the main primary reason that makes you develop yourself, just one thing. What would you say it was? And why?**

Becoming a better teacher for the students.

**How have you developed yourself in the last few years?**

Working with different teachers has really helped. Working with different levels of children, students so I’ve got now a broader range of skills based I’m used to working with. Different students from different background, different languages as their first language.

**How have your development activities had a positive effect on your teaching ability?**

I’m now able to understand, and use my experience and reflections when it comes to planning and when it comes to one-on-one activities with the students. Have found different methods, how different methods work with different children. It’s been a complete positive influence on what I’ve done.

**Has it made you use different techniques in different classrooms as well?**

Yes, different techniques.

**Can you think of any negative effects from your development activities?**

No.

**Not at all?**

No.

**Thank you very much.**
Teacher F: Male: International school

Do you like working at your school?

Yes and no

Yes why, no why?

Yes because I can make a lot money in a very short amount of time and personally I like my administrators but professionally they lack true educational qualities; and they run it as a business and they often lose sight of the real goal which is teaching.

How motivated would you say you are as a teacher?

I’m very motivated as a teacher for many reasons one of them is financial security and security for my daughter’s future education but I also really love teaching all ages.

What motivates you the most if you were to pick one thing?

As an artist my career options are very limited you know making it as a successful artist is very difficult; and so teaching is something I like, it’s a good career path.

What in your opinion are the qualities of a good teacher?

I’d say the first thing probably would be a good personality; I’d even say that is more important than a good education because a teacher who knows how to connect with their students who knows how to utilize their abilities and their knowledge and bring it into the classroom and make it more dynamic and interesting is gonna be a great teacher but ultimately it’s a person who can connect with the students and the students like and respect.

Do you think that’s something that can be developed?

Within the teacher?

Or is it something that comes with the teacher or can it be taught?

That’s a nurture/nature question. I would say it’s both; there seems to be a knack at least with children and I’d say with teaching in general that some people just have; they have a personality that gears towards teaching; not that is can’t be developed. I think there is an innate ability in some people to be a good teacher.
Have you ever felt cared about by your school?

In many circumstances yes, the school that I just referred to, where I work now; I’d say yes they do care about me as an individual and that’s one of the things that I like. In the United States where I worked it was a community feeling, I worked at small private schools; it was a very caring environment. In general, in Thailand; I’d say superficially I’d say that I felt cared about at times.

What did the school do to show they cared about you?

The school I work at now, they, they let me know that if I ever have a problem in Thailand that I would be backed up and they would do anything they can to help me out and I know that that’s true. I know that they actually care about me as a person and like when I have good things or bad going in life they are involved in that; so they actually care.

Do you feel that’s important as a foreigner here?

Yeah I think that really is important for a foreigner; even someone in their home country, if you feel cared about your co-workers, your administration, parents, the whole community; it definitely makes it better.

Have you ever had any negative experiences at school?

Many, just like life in general there are going to be positive and negative experiences available; just to round off my negative experiences; I’ve dealt with unprofessional administrators, I’ve dealt with politics which really bothers me at schools; that’s the one things that turns me off is the politics; the negative experiences it’s kinda a mixed bag; I don’t need to rant and rave; we’ve all had them so enough said I think.

What motivates you to develop yourself as a teacher?

A lot of reasons, but at the end of the day when I go home from work; my teaching day is not over and I reflect on what I did and what was good; what was bad and how I can improve on it and I talk to colleagues and friends about my working life and through that process I also try and develop my overall teaching abilities.

What makes you do that?

What makes me do that? The world’s in a really bad place, there’s a lot of critical things that need to become general consciousness in the next ten to twenty years.
on a lot of levels, mainly I would say resource sharing or resources that are available and who’s going to have them and for what reason; there’s environmental reasons; there’s just general peace and war issues and all kinds of things that really on every level but especially the grass roots level; teaching is the most important element to addressing those problems and the best way.

**What motivates you to develop yourself? Is it something from you internally or external to you?**

That would be a both answer, it’s both; it’s what’s going on in the world and what’s going on personally inside myself in interaction with that world and wanting it to be better or I don’t know how you’d sum it up but if I go to work and I give a fair shake to my community; a good handshake; I believe that a teaching job is doing that; a nursing job is doing that; a fireman does that; a lawyer sometimes; a politician sometimes; and so these are important jobs and I think teaching is probably the most important when you look at the future and so that’s both internal and external as far as what motivates me.

**Do you think teacher motivation is the responsibility of the teacher, the school, or the students?**

That’s definitely a mix this question was asked at me recently in an interview in Texas in a certification programme, and they asked if you had a pie graph, how would you divide up the responsibility between...? How much of that pie is the teacher’s responsibility? My only answer was I can throw an arbitrary answer out and say you can split it into thirds you can split it into half and two quarters; whatever you want; I don’t really know how to say the split but ultimately the student I think bears the most responsibility because the teacher is the guide; we can do our best. If the student doesn’t engage, they are not going to learn; now of course the parents’ role is crucial in that and I’d say that the parents and the teacher have close to equal pieces of responsibility but I’d say that at least 50% of it or more falls on the student.

**What in your opinion is Continued Professional Development?**

That could be a number of things; there’s going on for higher degrees; masters and Phds; there’s professional development programs; some you can do on your own; some come with different curriculum or school platforms for example IB you go on regular twice a year professional development weekend workshops if you will; there’s a multiplicity of options out there and yeah I do engage; one of them being just personal research and friends and colleagues.

I have defined CPD as work based activities, personal activities outside of work, courses, seminars and conferences, and self directed and informal learning; have you participated in any CPD as defined in these descriptions?
Self directed for sure; and seminars; if they it is available to me I’m happy to go; often it’s not really an option; conferences; in the United States I didn’t really have them as an option in the schools where I worked at. In Thailand I’ve had one option I think to attend an international conference which I declined on because it was a waste of time for sure. And so I would utilize any professional development situation in any category that you defined if it was available time and money wise to me.

**Anything that you’ve done to develop yourself professionally. What has been the primary motivation, the one thing that motivated you to do it?**

Unfortunately the truth of it is that I did it because it’s a competitive world to be in a good teaching job and a good paying job; so there’s that angle; but there’s also personally with my ego aside and wanting to be better than other people and more knowledgeable; if I don’t engage in that, in 10 years from now I’ll be one of these dinosaurs that I complain about who is still feeding off the old research and the old school way of thinking and I will not be up to date and what’s the point of teaching if you are just going to go to sleep at the wheel

**So that’s a degree of personal pride and other people externally forcing you to do it?**

I wouldn’t say forcing me to do it but personal pride maybe one; pride is not the right word; I would say a competitive edge might be better when it comes down to who’s gonna get hired and then also maybe a personal pride but just a feeling of personal responsibility and wanting to be in the now rather than in the then.

**It seems to me that you are very motivated by acquiring a good job, thinking about job security; that kind of thing**

Absolutely; I want a good job; I want job security but I also want to be competent in my job.

**How have you developed yourself in the last few years?**

I have researched a multiplicity of options in both teacher certification and masters degrees; I have been accepted to a masters programme in the United States which is an international programme and held in many countries around the world and I have recently flown back to the United States to take tests and do interviews to try to get into a teaching fellowship programme that would give me a) a good salary for the year while I’m there and b) teacher certification when I’ve finished
CPD activities that you have done already, how have they had a positive effect on your teaching ability?

Other than just what I’ve done personally outside of any formal school; it’s been very positive; the colleagues that I’m surrounded by mainly via friendship rather than direct working relationship is my best asset; other than just than the research I can do myself on the internet. Engaged in formal, you know, teacher development or CPD, there really hasn’t been that much opportunity.

Concrete examples as to how it’s improved your teaching? Can you think of any?
To tell you the truth I really can’t say that much of that has weighed into my teaching ability mostly it’s my experience, my passion for teaching that’s really built up what I am as a teacher not so much conferences or seminars or formal....

Even your informal learning has that had a positive effect on your teaching? In what ways?
Absolutely, talking with colleagues; talking with friends.

Has is made you approach teaching in a different way?
In some circumstances yes, I would say researching ESL and the current research and how students retain that language, specifically English that they are trying to learn and the research that is going on combined with research by Howard Gardner and multiple intelligences by looking at research of people with learning disabilities and various researches in neurosciences and how that can effect long term memorization of words in a second language is extremely helpful and has modified a lot of what I do in the classroom where I would do it in a certain way. Let me just give you an example; using Thai in the classroom, I always argued against the TEFL perspective which is you should never use the native language in the classroom; that’s true a lot of the time dependent on the age and the level but I read that if you’re going to use Thai in the classroom for something like a simple statement that’s used over and over like “be careful” or “let’s colour a picture” or whatever it said if you say it in English three times and then in Thai at the end then they would retain it better and I used to say it in English and then in Thai and so after looking at the research and the data they compiled and how much more words were remembered by people who did it by saying in English three times and then Thai at the end or the native language at the end modified how I work in the classroom. That’s just one of many examples.

Do you think it was an effective example?
I don’t really have the tools or the environment to research it properly and say yes or no but I’m going on the data that I read and it said yes it’s a workable thing.
Can you think of any negative effects of doing professional development activities?

Negative effects? Well I’d say overall professional development is a good idea; there are going to be some negative times which of course are when you are falling asleep in your chair listening to someone mumble on about something that you already know or that is irrelevant or that you just don’t care about; and so there are some negative side effects where maybe you spent some money or some time or some effort in something that wasn’t worth it; but overall I’d say even if it has the potential to be bad; you’re better off doing it than not because professional development is going to spin the wheels in your mind; it’s going to get you thinking about things; maybe you agree or disagree it doesn’t really matter it’s just going through the process of trying to increase your knowledge, skill, and experience in the realm of teaching.
Teacher G: Male: International school

Do you like working at your school?

Yes.

Why do you like working at your school?

Well, it’s a professional environment. I’ve always wanted to get an experience in British curriculum and you know as far as the Bangkok school goes it’s pretty good.

How motivated would you say you are as a teacher?

100%

Why would you say that?

Because I work hard, I study and you know do a lot of professional development, very interested in the field and the science and the art of it and I love my kids.

What in your opinion are the qualities of a good teacher?

Well, someone who’s serious about it, someone who’s able to put theories into practice, and you know someone who continues to develop professionally and doesn’t stagnate.

Have you ever felt cared about by your school?

In a certain respect, yes, I mean, I get to work in a school which has taken me under their wing although my efforts and professional behaviour at some school has been looked at negative things but the school I’m at now and other places it’s been an asset. That’s what’s important.

So you feel cared about in your current school?

You know cared about is pretty broad term so it’s hard for me to answer that one.

You feel that they’re positive towards their teachers and they encourage their teachers development and they support them?

Absolutely.
So you never have any negative experiences at your school?

No. Although I’ve only been working there for 3 or so months but other teachers I know there they’ve been working there for years and they seem to be quite happy.

What motivates you to develop yourself as a teacher?

Well, beyond personal interest, obviously more compensation, but beyond that just being the best teacher I can be. You know, the more I know, the more theory I know, the better I’m gonna be able to deliver quality lessons to my students.

Do you think that your motivation is to be a better teacher to develop yourself it comes from sort of internal things that are intrinsic to you or from external factors or a mix?

A mix.

So, is teacher motivation the responsibility of the teacher, the school, or the students?

Teacher and school.

Teacher and school. So students, you don’t think, have the responsibility?

Well, I think you’re coming from the perspective of teaching adults whereas I’m coming from teaching young children, and when you’re teaching young children, obviously, you can’t expect them to be, I mean, it’s just a fact of wave. They go to school. They’re there. There’s not much understanding of larger picture where the administration and the teacher do.

What in your opinion is continuing professional development?

Continuing to learn, continuing to collaborate with other teachers, and learning more theory, and being up-to-date on theory and being able to put that theory into practice.

That’s great. Can you think of other specific activities that bring to mind to get that knowledge?

Any kind of education is good. It might be.. Conference and seminars..?

Sure.
I’ve defined CPD, continuing professional development, as things that you do at work, work-based activities, personal activities, outside work, courses, seminars and conferences as well as self-directed informal learning? Have you participated in any continuing professional development as defined by these four descriptions?

All of the above.

All of them. Can you give me some of the examples?

I’m currently finishing a masters in education. I’ve attended numerous international baccalaureate conferences. I’ve done workshops on differentiations. I’ve done workshops on story-telling, etc, etc.

Are you compelled by the school to do these or do you freely choose to do them?

I’ve had the opportunity to do and not do them in the school I’m working at. I pursue them vigorously.

So if I ask you what is the primary motivation to do development, if you just choose one thing that motivates to develop yourself.

The more you know, the better off you are.

So it’s personal intrinsic motivation that you just wanna be the best you can? Yes.

How have you developed yourself in the last few years?

Again, you know, pursuing my masters degree in education and attending workshops and conferences, and you know, teaching.

How have your activities had a positive effect on your teaching ability or how you teach in the classroom?

Generally, the degree itself is learning a lot of theory and the opportunity to put that theory into practice. There’s student teaching, observation, interview, that kind of thing, and there’s also..sorry, what’s the question?

Can your activities have a positive effect on your teaching ability?
Yeah, going back to what I said. Just being able to collaborate to put that theory into practice. Give on hands-on that kind of feeling. Generally, when you go to a workshop you should know the theory in advance and usually the workshops are designed to give you a hands-on approach to use that theory in classroom.

**Has any theoretical knowledge been translated into your classroom practically?**

Yes.

**For example?**

For example, I attended a workshop on differentiation. Although I study differentiation before that and know a lot of theory behind it and the workshop gives you the insight into how to turn that into a practical application and use your knowledge in order to design your lesson to better suit the needs of your students rather than teaching to one entity.

**You think that has a positive effect in the class?**

Absolutely.

**How do you know it has a positive effect?**

I’m able to differentiate my lessons to a wider range of students. I work currently with a student who has special needs. He’s a gifted student. And I’ve participated in designing an IEP forum. I’ve done various testing, psychological kind of education based test as well as formal observation, and so on.

**This is all from you development activities?**

Yes. Sorry no. Part of it I did attend a class on special needs education and I.......But the student is the student in my class and I’ve continued the work with him as the teacher in the school. The IEP was something that we, as a staff in the school, did for the professional development.

**Can you think of negative effects of professional development activities?**

For me, no, but I’m sure for some people who might be in pressure, you know, you can’t take everything. You hear, you read as gospel, you have to have enough knowledge to be able to sieve through all and take what you need. In most development, you’re bombarded with the information and you have to be able to know how to use it so someone who doesn’t know what to do or how to use it could negatively impact students.
Teacher H Female: Private School

Do you like working at your school?

Do I enjoy working or teaching?

In general do you have a positive experience working at your school?

It’s varied, positive and negative.

How motivated would you say you are as a teacher?

As a teacher, it’s varied as well.

What in your opinion are the qualities of a good teacher?

A good teacher takes into account the learning environment, the students; creates a space where the students feel safe so that they then can then engage in activities that might test their abilities; a good teacher also not only is knowledgeable about their subject area but is willing to try different approaches that might even feel uncomfortable at first and I think a good teacher really needs to try new things so that different modalities can reach different students and a lot of people are not willing to do that because it feels uncomfortable, and the other thing is that a good teacher always looks at different ways to assess the students not just through tests, but through other methods such as projects and what not.

Have you ever felt cared about by your school?

Sort of hit and miss, well in terms of sort of in appearances then yes, they want us to all wear the same uniforms when you know it comes to present something or give a big show it looks like we are unified but when it comes to making decisions about curriculum then no I don’t feel included or respected.

Have you had any negative experiences at the school?

Yes. Involving myself or as a teacher? As a teacher I think one of the most things that didn’t help in motivating me were the altering of grades and being told that 75% of students must receive a 3 or a 4; and that they need to retest numerous times until they pass which is a 50% mark; students know this so that those that really have low motivation will take same exact exam and score less than they did the first time.

What motivates you to develop yourself as a teacher?
I don’t wanna be bored when I find something that excites me I try to bring it into the classroom and see if it engages my students and if does then I have done my job because I have to bring the big world to the classroom and if I can do that then I’ve connected with my students and I’ve made the material comprehensible to them.

**So would you say that your motivation to develop yourself comes from within yourself or that it comes from things that are external to you?**

I think a bit of both; I can run at 75% you know it depends on what is going on in my life. But generally I’d say because it’s my job or my profession it takes up a lot of my time so yes I can run independently but if I’m part of a vision or a team and we’re all heading in the same direction or looking towards achieving the same things; then I think that can push you to 100% or even over.

**Teacher motivation could be the responsibility of the teacher, the school, maybe even the students; which do you think is the most important?**

Of the three, I think a combination of the teacher and the administration; certainly not the student, you wouldn’t ask the patient; would the patient have anything to do with the doctor or the doctor’s training?

**What is the role of the teacher and the school in teacher motivation?**

Erm, well I think that when you’re part of a team each person brings something to the table so if you make yourself available to your colleagues and share your resources then that creates an environment of sharing and then if you have leadership that then is flexible or that recognises talent they can make appropriate changes where they need to be made and everyone feels that they are doing the best they can because their talents are being tapped.

**What in your opinion is Continued Professional Development?**

Continued Professional Development to me means learning something new. I don’t ...for me workshops where I make things and then take them in to my classroom; that isn’t so important because I could have an assistant do that; give them a sample and then off they go; but professional development where it changes your thinking about your old beliefs about something I think that is more powerful and that’s the kind of professional development I like to engage in.

I’ve defined CPD as a few different categories; work based activities, personal activities outside of work; courses seminars and conferences; and self directed and informal learning. Have you participated in any of these types of activity in the last few years?
I would have to say all of them.

**Which ones do you mostly do? Can you give some examples of the most recent types of development activities you did?**

Well in Thailand it’s been mostly conferences and small workshops. In the US it was all sorts of things when I worked on my masters; very focussed activities. I did a summer abroad on medicinal plants and gardening techniques and brought that back to my classroom.

**Just focussing specifically on what you did in Thailand can you give me some examples of the topics you covered?**

In Thailand when I enrolled in professional development I went in thinking it would be something else; when I went to the TESEL conference basically it was just talking there was nothing ground breaking. It was really geared towards people who maybe have no idea what education is about; I was not impressed at all; most of the conferences or seminars that I’ve gone to are just stating the obvious and I’ve found them useless so I don’t think they even belong in staff category.

**What has primarily motivated you to develop yourself in professional development terms?**

One of the challenges I faced as a teacher was understanding Thais culturally and differentiating between what was a cultural barrier or misunderstanding and what was a discipline or academic issue. Back home I’m a bilingual teacher and so when I have to scaffold; I can always as a last resort fall back on the primary language because I can speak Spanish. But in Thailand because I don’t speak Thai; when I can’t get concepts through to the students; I have to really rely on my teaching, with the limited resources that there are here you spend a lot of time pulling things from the internet; or trying to figure out how to laminate something; things like that.

**How have you developed yourself as a teacher in the last two years? Any specific examples that have affected you and developed your skills?**

Well I think in terms of how I view the learner; when I first came to Thailand I had a tough time understanding what could possibly motivate my students. I would come in with topics I thought might interest them and then find that it was not going the way I’d planned which always happens because the Thai system is so different in terms of the way they schedule things and the constant interruptions. My educational philosophy I think was really cemented when I came to Thailand and my belief that everyone deserves a free education that was
something I took for granted back home and now coming here where you teach at one of the top Thai schools and see the minimal things that they are offered.

**How has CPD had a positive effect on your teaching and your instructional ability?**

Well there was one during my masters where I designed a class because I had some electives and there were a few things about teaching that were just driving me crazy. Before teaching I was in business so was I used to having my own office and everything in order; and creating reports. In my classroom people kept on bringing in new materials and everything started piling up and maintenance; we didn’t really have much maintenance, it was just the environment of the classroom just driving me nuts. So my professor and I thought ok, how can I change my classroom to be a positive place, some place where I wanted to be and so we developed this course where she told me to go out and find all the stuff I could about classroom management in terms of space and then find other things related to clearing clutter and all sorts of stuff. So I read a book called “Clear your clutter with Feng Shui” and something else called “How do I make a difference if I can’t find my keys” and took pictures of the room and the problem areas; and then the next step was involving the students in this process. I told them we would be doing a project together and change our room. We started by having them list their three favourite places in the room and their three least favourite places in the room. And so from that information I got an idea that the game closet is their favourite spot and this other spot is their least favourite. So we started with the game cabinet and cleared that area first and made three piles; we’ll use again; we’ll give away; and occasional use. So by sorting out things and creating a space for the things that the students wanted then that made all the difference and that was how we sort of handled the rest of the classroom. Then the game cabinets; there was a monitor who would make sure that the games would be placed the way they needed to be put away; and then we moved onto the PE equipment and to other areas, so then everything was managed by the students and my time was then devoted to instruction preparation; not finding things or not sorting things out. It completely transformed the room; it was an amazing experience.

**Can you think of any negative effects of professional development?**

Well some things that they call professional development, when they force teachers to attend seminars that if they’ve been teaching the same grade for fifteen years and you’re forcing them to take another seminar on the same thing then they’re going to is there and complain and then that negativity is going to spread to the other teachers. So you either have to make the person another grade level so that they are learning something new or you just give the teacher the option of attending or not attending.
Teacher I Male: Private school

Thank you very much for being agreed to be interviewed and let’s start with the first question here.

Do you like working at your school?

Uh, yes I do. On the whole I enjoy working there but like everything it has its ups and downs.

Ok, and how motivated are you as a teacher?

What motivates me are my students. I need to make sure that they are actually learning something and they are getting my full attention.

What in your opinion are the qualities of good teacher?

Patience, understanding and listening.

Could you elaborate a little bit and tell me how those qualities make an effective teacher?

You certainly don’t want to show frustration to students even though you might be frustrated because then they think they are not doing what they’re supposed to be doing which might stop them from progressing so I think patience is very important. Listen to someone. Don’t just listen to your own voice. Students have ideas and almost as good as teachers as well.

Have you ever felt cared about by your school?

By people, perhaps but not necessarily by the school.

So, the school hasn’t done anything to show that they care about you?

Not really. The school just wants to squeeze you as much as they possibly can. The care usually comes from students and also the students parents will appreciate what you’re doing.

What about the other members of the staff?

The members of staff tend to resent you cos you earn more money than they are.
I guess that’s about the Thai staff? What about the other foreign members of staff?

We both, we always regard each other, you know, sort of like swimming in the enemy’s territory, sort of like a band of brothers.

Have you ever had a negative experience at the school?

Oh yes many negative experiences. You try to speak about a good way of doing something and people just aren’t interested. They seem to be interested in doing things the same way, and their way, and they’re not really interested in progress.

Can you not think of any way to resolve these kinds of issues?

You have to start to look at the whole country to resolve issues like that.

What motivates you to develop yourself as a teacher?

Nobody can afford to stand still and basically what motivates me in the end I hope to get a better teaching job, you know, to be a more effective teacher as well.

And what’s the motivation behind that? Is it to get more money or is it to get promotion?

Well it’s being in the place where you actually appreciate is a lot more for what you’re actually teaching. And to be able to be more specialized than what you’re actually teaching as well.

So if I just ask you to name one thing that motivates you as a teacher, what would that one thing be?

Knowing that I’m having an important effect on the lives of students and hoping that at least as the years go by they will remember a few things that I’ve taught them just the same way that I remember the few things that my teachers taught me when I was at school.

Is teacher motivation the responsibility of the teacher, the school or the students?

It’s both really but primarily they are the responsibility of the teacher. If you can’t motivate yourself then you shouldn’t be doing in the job. You should be doing something else.

So the role of the teacher is to sort of self-motivate themselves?
Yes, self-motivating themselves is certainly a primary goal of the teacher. You don’t motivate yourself nobody else cares. You’ll be the one sitting in the same spot on the same island as the years go by.

**What do you think the role of the school is?**

The role of the school should actually be to provide support for the teacher and to provide the necessary materials for the teacher.

**And the students?**

The role of the students is to actually try to learn something. That’s the primary role.

**What, in your opinion, is continued professional development?**

Continuing Professional development is basically a self-assessment, asking yourself ‘Am I doing something correctly? Are there better ways of me actually doing it? What is actually new?’ But I’m afraid that when it comes to teaching something like English, English’s not something that moves very quickly. The verb ‘to be’ is the verb ‘to be’. It remains the same. You might be able to improve your technique of getting things across. But it’s not like you’re in the medical war of computing teaching professionals which obviously you need to spend more time trying to be up-to-date.

**I define CPD as work-based activities, the activity that’s done outside work, courses, seminars and conferences and self-directed and informal learning. Have you ever participated in CPD as defined in these four descriptions?**

Since I’ve been here, probably only once when I did the TEFL course with ... college but I mean the most of the development here is something you have to pay for yourself so if I’m paying for it myself, I’m particularly motivated to do it anyway.

**What about informal learning?**

I’m learning all the time. That’s life. You don’t stop.

**What primarily motivates you to participate in professional development?**

Self development, and being more effective than what I actually do, really, that is a primary motivation. I’m not particularly motivated because I’m thinking of the school or particularly the institution. I’m primarily thinking about myself and the people who I actually have to teach.
So your primary motivation for developing yourself is you?

Yes, it’s me.

So how do you develop yourself as a teacher professionally in the last few years?

Well, I’ve done the TEFL one course and I’m actually doing a masters degree course as well so that I eventually teach a specialized subject, as opposed to general subjects like English.

And your motivation for doing the masters is to..?

Is not to be doing the same thing I’m doing now. Whilst I enjoy myself teaching English I don’t see it’s something I wish to do for year in year out, for the next 25, 30 years.

How has your professional development had a positive effect on your ability to teach, what you’re doing in the classroom?

It might make me think a bit more. But I think really at the end of the day, you’re either a teacher or you’re not a teacher, and if you have to spend much time thinking about it rather than actually doing it then you’re probably in the wrong job.

Can you think of any techniques that you learn on your course or something that has improved you as a teacher?

Not that immediately come to mind. It’s been some time since I did the course about six years ago. So I can’t think of anything now.

Anything from your masters course?

What’s the point really. What’s the meaning of this? how effective is it going to be? If I’m doing this will they remember? Am I wasting my time? Am I wasting their time? That kind of thing.

What about the general reading or that kind of chitchat you have with the colleagues and staff? Have you applied anything?

Yes some teachers I listen to when they talk about a particular lesson plan or a particular way of doing something about the course. I try to focus on that and I try to adapt it to my own way but the important thing I think is adaptability at the end of the day.
Can you think of any negative effects on professional development?

It can make you fed up at times. Why am I doing this? I should be doing something else, etc, etc.

Thank you very much.
Teacher J: Male Private school

Do you like working at your school?

If it’s a yes or no, then yes I do.

Can you give me any reasons why you like working there?

I enjoy teaching the classes, interacting with students, and I enjoy working with the other staff. Those are some of the aspects of the job that I enjoy.

Overall you have a positive attitude towards your school?

Overall yes but there are a lot of downsides which are very difficult to ignore.

How motivated are you as a teacher?

Can you be ambivalently motivated? Some days are more motivated than others, but overall I’d say that I’m reasonably motivated overall, sometimes not.

What motivates you as a teacher?

The fact that if you... one aspect is that if you work poorly or if you are unmotivated then it has a direct effect on the learning outcomes of the students and the actual classes that you manage and this is something that is very difficult, it’s very hard to ignore; if the students are doing poorly because of the individual teachers laziness or lack of motivation; that’s something that’s quite difficult to live with really.

What in your opinion are the qualities of a good teacher?

The qualities of a good teacher are somebody that is learning themselves; a teacher who is interested in the teaching as a process as opposed to achievements and results; obviously a teacher and ethics and morality are extremely important in teaching; generally someone that turns up on time.

Have you ever felt cared about by your school?

I have done, I have felt cared about by my school. I’ve been there two years nearly so I have occasionally felt cared about by my school.

What did the school do to make you feel cared about?
Specific incidents? Well they’ve, it’s just a general feeling of having been appreciated in some of the work that you’ve done. Sometimes the management or administration have just said well done on a certain thing or we appreciate the extra work you have done on X Y and Z that has been done by you, nothing very specifically, just general appreciation is something that is always welcome.

**Have you ever had a negative experience at the school?**

I have had a negative experience at the school; there have been various different... Well, they; the way they treat the teachers is quite poor occasionally and I’m the same as the other teachers in that regard they treat you very; it’s very much authoritarian; they focus on a lot of petty details; they don’t give much room for you to behave like a professional; there is a lack of trust; there is often ridiculous expectations placed upon teachers for seemingly unapparent reasons; I can’t think of any specific examples at the moment there is a lot of counterproductive things going on simultaneously which are all counterproductive and the communication is terrible.

**How does that affect your motivation?**

I affects it quite a lot, when you see teachers being treated poorly especially your colleagues who I’ve seen being fired for very petty reasons; it makes you think that you should do the minimum or do a minimum amount of work because you never know are you going to be here one day and gone the next so it affects motivation in a very negative way.

**What motivates you to develop yourself as a teacher?**

Well first of all, I’m planning on teaching as a career so if I want to do well in the career; part of that; part of being a career teacher is developing professionally and secondly if you actually personally want to do your job reasonably well then a continued learning and professional development is a necessary element of the job.

**So teacher motivation comes from the job itself?**

At the moment it does at the moment I’m setting out on a career as a teacher so it’s very much tied into part of the job itself.

**You are thinking long term or short term?**

Long term.

**Do you think teacher motivation is the responsibility of the teacher the school or the students?**
Teacher motivation has to be the responsibility of the individual professional teacher but the school also has a strong secondary part to play in that.

**What’s the role of the teacher?**
The role of the teacher is to understand the reason why being self motivated is an essential part of the job and being a professional teacher.

**And the role of the school?**
The role of the school is to understand the need for continued professional development for teachers and continued learning for teachers and to provide opportunities that teachers may follow this and to actively encourage teachers to be motivated and to develop professionally.

**Does your school actively encourage teachers to develop?**
Not as much as they should or could but they do acknowledge it as... it is part of... it is something the school is attempting to provide.

**What in your opinion in continued professional development?**
Continued professional development is on the job training, for learning the specific tasks and duties you need to learn for your particular job you are doing; it’s also learning broader context of developing in your profession; it’s keeping up with expertise in your area, it’s keeping up with the latest research and information on teaching techniques; and keeping track of yourself as a reflective professional.

I’ve defined CPD as work based activities; personal activities done outside of work; courses, seminars and conferences; and finally self directed and informal learning have you participated in CPD as defined in these descriptions?

I’ve attended conferences and seminars. I’ve participated in all those aspects you’ve defined.

**Can you give me some examples of conferences and what kind of development subjects**
I’ve attended conferences and seminars as part of the master’s degree programme here and apart from that not much else in the way of conferences and seminars. In terms of informal and personal activities, reading literature and books on art teaching and art education because I’m an art teacher and I use the resources on
the internet and read a lot of material on the internet about teaching art at the level I practice.

**What has primarily motivated you to do CPD?**

At the moment career considerations.

**If we talk about the seminars and conferences, what motivated you to do those?**

It’s part of the master’s degree course that I’m attending so that’s part of the motivation to attend those. Apart from that I’m interested in learning and developing as a teacher because I want to improve my standard of professionalism and practice.

**Would you say your motivation for your CPD comes from an external source?**

Partly, but it’s also something that I’m ... it’s partly an external source, it’s partly a requirement for the course that I’m attending and it’s also something I’m interested in personally and something I want to do anyway.

**If you weren’t forced to do it then you’d do it anyway?**

I would definitely do it anyway.

**Can you give me some specific examples of how have you developed yourself as a teacher?**

I’ve got myself qualified in teaching English as a foreign language; I have enrolled in a masters degree programme I am informally learning about the particular subject area I’m teaching and I am trying to link the training and learning that I’m doing with my practice that I actually do as a teacher.

**What kind of topics did you cover in your development that are most beneficial?**

I’ve looked at teaching techniques, instructional methodologies basic things like that; how to actually manage and instruct a class; one thing I’ve found particularly useful is philosophy; learning about philosophies of education and understanding why you want to teach is a very important aspect of the job; on a practical level I’ve been reading about expertise in the area that I’m practicing and I can’t really think of any specific examples at the moment.
How has CPD had a positive effect on your ability to teach; on your instructional techniques?

It just raises the consciousness of what you are doing as a teacher; it makes the teacher understand their role and their function and exactly why they want to do it much better; it gives you a context in which to see yourself as a professional as someone who works in a particular area; in a very general sense it’s a grounding in what you are doing and what your actually practice is and what your job entails.

Could you give me any specific examples of real changes in your teaching due to your professional development?

Well as an English teacher I’ve learned that teaching English as a foreign language and they taught me the communicative method of teaching which is something I have used on a daily basis as a teacher in teaching the English language. Since the... in doing professional development there was one course I attended where they were talking about using books and selecting materials specifically for Asian students which is something I thought about a lot; I don’t think it necessarily changed anything directly that I did in the classroom; it just raises your consciousness about what you are doing and make you more able to make deliberate decisions in the classroom about the type of material that you use it’s just a mind broadening, consciousness expanding.

Do you think it had an effect on your students?

Definitely it would have had an effect.

Can you think of any negative effects of professional development?

Some of the professional development I’ve attended at the school I work at it quite...it ends up being restrictive; telling you to teach to a format; follow prescribed methods which may or may not be not be useful in order to have all teachers doing the same thing a kind of uniformity or streamlining effect on the teachers. If you are attending professional development from teachers or people who don’t necessarily know what they are talking about then they can be passing on misinformation and just bad information which does happen.
Teacher K: Female: Private school

Do you like working at your school?

Pretty much yes, I really enjoy teaching at school the kids are really nice even though they can be a bit naughty sometimes but overall pretty good; pretty enjoy myself.

How motivated are you as a teacher?

I think I’m pretty much motivated but it’s just that sometimes you feel a bit...you don’t feel that motivated maybe because of the work environment at school for example I think that’s probably the main reason that keeps me unmotivated sometimes yeah but most of the time I’m pretty motivated.

What in your opinion are the qualities of a good teacher?

I would say that to be a good teacher; apart from being qualified as in you have the teaching qualifications you probably need to be hard working and motivated and you have to be pretty determined in what you are doing and you just need to love teaching I guess.

Have you ever felt cared about by your school?

Well before I came to Thailand I was working in a school but that was for a very short period of time; actually it feels a bit different; here you feel cared but it’s because they have to take care of you; it means that pretty much you have less freedom than back home. Back home it feels more like I can do and I can express what I feel more than here and I would say that it’s less bureaucratic.

Have you ever had a negative experience at school in Thailand?

Yes, yes, yes, yes.

Can you elaborate on what kind of experience it was?

Not with the kids, I would say the experience is probably with the management the head teacher at my school, she’s you know she’s got the sense of being very traditional and bureaucratic and sometimes if she needs to do something then she has to have it no matter how insensible it is. I would say that in that sense sometimes I feel that many strategies they have herein the management term, in the management level in the school it’s just very abstract I mean it looks really
nice on paper but erm I would say very few of us actually implement that; actually follow that plan that they have

**What motivates you to develop yourself as a teacher?**

Very good question, I would say myself; I myself motivate myself and basically because my goal is I really want to be a good teacher and erm I’m the kind of person that wants to do the best that I can; I’m very much like a perfectionist so now I’m teaching and I want to do the best and I want to do the best that I can and yeah I guess I want to give my best to the students

**Do you think you motivate yourself from internal sources or from...?**

Yes, yes; and also if you think of it in external terms it could be the environment in the school that I can see, ‘erm... sometimes I feel sorry for students that they have to go through something which is a bit, I don’t it’s suitable for them really so I think that perhaps I can actually help them in certain ways then why not?

**Do you think teacher motivation is the responsibility of the teacher, the school, or the students? Is it a combination?**

It’s a combination really, I would say that in my case teachers can motivate themselves but then again they need some external forces for example maybe schools should help them, encourage them to feel motivated; maybe they could do some additional training programmes so that teachers actually have the knowledge of what they can do and students also can be part of the motivation process because if you can see your students and if they are not that attentive in class and then you feel less motivated because you see no point why you have to work hard because no matter how hard you work, they won’t care anyway I would say it’s a combination of the three together.

**What in your opinion is continued professional development?**

That’s a very interesting term but don’t you think it’s too abstract? Continued professional development; it sounds really great but for me when it come to this kind of term; the aspect that I can see comes of the business aspect really. It would be great to adopt some management ideas or concepts to be used in education but then again it’s very much related to funding and the governmental policy; funding is very important, I mean how can you develop something without funding? Well for me it’s ok because I work for a private school but I’m just thinking of some schools, governmental schools for example which pay teachers really low. If they think about developing a teacher training program why don’t they just use this amount money they get in funding from the government to just increase the salaries of the teachers.
I’ve defined CPD as work based activities, personal activities that can be done outside of work, courses, seminars and conferences; as well as self directed and informal learning. Have you participated in any CPD as defined in these four descriptions?

At the moment I’m doing my Phd in Hong Kong it’s a distance learning course, I would say that that is probably outside courses but this is self funded so I would say that it is motivated by myself, not by the school and not by the students. Erm... seminars and conferences I haven’t been to one here because you have to be in the sort of head of the department to attend this kind of event... Self directed and informal learning, yes self directed is pretty much what I’m doing at the moment; that’s why I’m doing this Phd thing and informal learning....erm...

Talking about websites, chats with colleagues...

Yes, pretty much, me, myself, and my colleagues we talk quite a lot about how to develop our curriculum and at the moment we have a plan of developing a new curriculum for the English subject at the school so I would say... we use quite a lot of external resources such as websites and.. you know we use a lot of media and that sort of thing.

What’s your primary motivation to do professional development?

Ambition, I feel that if you don’t have ambition; and if you don’t have your goals, actually certain goals come from ambition and if you don’t have that; you won’t feel motivated you’ll see on point why you have to develop yourself... for me I think it might come from my ambition: I would...one day I would...want to... I would love to go back to Hong Kong and work in a secondary school it could be an international one. So to achieve that I think I just need to develop myself to be there.

How have you developed yourself as a teacher in the last few years?

In the last few years.... I read a lot of journals, a lot books to improve myself, and of course I’m doing this Phd at the university of Hong Kong and I have a plan to attend some seminars that are coming up; that’s what I’ve heard from the British Council; that’s another plan as well; I keep myself busy reading and trying to develop[ and improving myself all the time

How has CPD had a positive effect on your teaching ability; the way that you teach in class?

Like I told you before; CPD is just concept really but it’s not in the school plan or school strategy
But the activities have you done; how have you applied the knowledge that you’ve gained; how has it affected your teaching in a positive way?

Of course, definitely I’m just trying to think of a good example; at the moment I’m developing this curriculum for the English language programme in our school and of course I have to do a lot of studies through journals and various resources and I feel that after I’ve done quite a lot of research, my knowledge of not just the content of the subject itself but also in terms of how to teach and the learning process I think that I’ve improved quite a lot, yes.

Are there any negative effects of CPD?

It’s very time consuming and you just have to spend time, spend a lot of your free time doing that which in a way is good because you can develop your skills and improve yourself but at the same time that means you have less time to rest and to relax so I would say that the negative effect would be that it is very time consuming I guess.
Teacher L: Female: International school

Do you like working at your school?

Oh yes

Any reasons why?

The kids are great fun, I’ve always enjoyed working in a classroom, I’ve never particularly enjoyed the politics of education which is why I’ve chosen to stay in the classroom but I thoroughly enjoy teaching.

How motivated would you say you are as a teacher?

Well I think that without sounding pompous; I think teaching is a vocation not a job; it’s something that you have to really enjoy to do it well because the rewards are certainly not financial and that is one of the things that is fairly noticeable at ISB because even though they are good payers one is continually aware that one is living in surroundings where our salary doesn’t even cover the rent of one month on these mega places in Nichada.

What in your opinion are the qualities of a good teacher?

Well first of all you have to be able to communicate with the students and there has to be mutual respect, you can’t be a dictator and get the best out of your students because rather than teaching them facts these days which they can look up wherever, one should be teaching them how to think and where to find information and how to use information rather than teaching them information.

You like working at your school, do you feel cared about by your school?

ISB is a very odd place, as a faculty I would say no we are not cared about we are easily replaceable but as individuals yes we are very cared about one of my friends; her husband had a split aorta last year and she was allowed time off with pay to be with him; another of my friend’s husbands had a similar problem one of my; another friend, her daughter had a baby prematurely and so was allowed leave; but as a large group, as a faculty then no. A few years ago, several years ago after the collapse of the baht it was agreed that in order to protect our salaries and because people had bills and then we had a majority American faculty; it was agreed that 75% of our salary would be tied to the dollar. Now the idea was to protect the teachers because people had mortgages and bills and kids at college in the States etc. but because of the baht strengthening that meant that our pay has actually gone down over the past 5 years now, an institution that cares about its
staff would have looked and seen cost of living in Bangkok has increased, we need to do something about this dollar/baht agreement because you know the school is still being paid by the students in baht so every time the dollar decreases in value they are gaining because their wage bill is lower, so they don’t care for the faculty as a whole but if an individual has a problem then they are very concerned and very concerned that one is part of the ISB family, very aware that none of us have extended families out here and therefore ISB is one’s extended family so it’s a very strange situation really.

**Have you had any negative experiences at school?**

Apart from my salary dropping 10,000 baht over the past couple of years but as I said I tend not to look at my salary because I don’t think that you go into teaching for the money. No my motivation is the kids; doing a job to the best of my ability for my own personal satisfaction not for others.

**What motivates you to develop yourself as a teacher?**

And do things like professional development? Well initially I got my masters because that was a financial motivation because there was a big difference between what I was on and once I got a masters and then I found I was actually enjoying doing the master classes, they were quite interesting.

**Do you think teacher motivation is the responsibility of the teacher, the school, the students?**

I think motivation has to be intrinsic, there are occasions where extrinsic works it’s very nice when a student will, I teach 11 and 12 grades so it’s very nice when kids come back from college and tell you how well they are doing and then say it’s because it’s so much easier than your class or come and say that they felt very well prepared because what you’ve done with them or that sort of thing.

**You think motivation is primarily the responsibility of the teacher; does the school have any role?**

I think the school administration has a tremendous role in keeping its staff motivated they have to make sure that what staff do is recognised and not just in a you know; like the other day we had parents, parent meeting and afterwards one gets a sort of standard letter that gets sent around on the email to absolutely everyone oh we had lots of compliments from well satisfied parents, you’re all doing a brilliant job, thank you; that’s not adequate, but the administration do have a major role to playing motivating; when they go into classes. One of the best heads I ever worked for was in England; he was a guy who actually taught three classes so when people were on about the horrible third year or whatever he knew because he taught them. He would, well it’s now quite fashionable, it’s
management by walking about, management by objectives has been superseded he would walk around the school and whenever he’d been into your classroom, there would always be a little note in your mailbox that usually started off I enjoyed my visit to your classroom today; or I really liked seeing so and so so engaged in their work; or your wall displays are really interesting; there was always something and you knew you felt that a) the guy noticed you as an individual teacher and b,) that he noticed what was important.

What in your opinion is continued professional development?

I think often you need time to do things like work with your colleagues, say you’ve go two colleagues, both teaching western civ or whatever; you need time to work together to develop courses because when you’re working in an international school; textbooks are not adequate; textbooks are supplementary to what one does and rather than the main part of what one does and so having time to work with one’s colleagues is good. Our school as one time made the mistake of bringing in so called experts who because we were in Bangkok and Thailand was a third world country thought that we knew absolutely nothing so would come and talk to us about emotional education or EQ or whatever and most of us had read David Coleman’s books or had been to speeches by David Coleman etc etc because there it quite a lot that goes on. I think the schools can do a lot of professional development that uses the strengths of the faculty. You know you might have someone who is really brilliant at doing PowerPoint or flash movies that would help; you might have somebody who does multimedia presentations and has found ways of doing those that they could easily share with a group of colleagues. This does two things; firstly it utilizes the expertise of the staff secondly recognizes the expertise of certain people so it gives them recognition and more motivation, you know that really does work very very well.

I’ve defined CPD as work activities, personal activities outside of work, seminars and conferences, as well as self directed and informal learning. Have you participated in CPD following any of these definitions?

Oh yes, I mean at school we have development days when we’re either working in groups or when we have someone coming in to speak, I went to an EARCOS conference last year; we did two or three things on brain research and its impact on current educational philosophy; curriculum writing we’ve been doing curriculum writing; the school’s been engaged in a self study for WASC which is always quite interesting as well as that we do have professional journals that come to the school so we get interesting articles from those that we read, so I think we cover all of the kinds of things that you mention.

Do the school give you a development allowance?

Yes I think it’s $1,500 per year
What is the primary motivation for you to do professional development?

Well I’ve been pretty interested in brain research and how that impacts because; what was quite funny was the fact that they’ve now proven some of the things that we used to consider as an old wive’s tale like sleep is essential so that was quite interesting and then of course working somewhere like ISB; one is very aware of the cross cultural element so I’ve been quite interested in cross cultural education and how culture effects learning; I mean basically the motivation for all of that is an attempt to do the job to the best of one’s ability.

Can you give me any specific examples how things you have learnt in your development activities have had a positive effect on your ability to teach?

I think with learning there are; students learn in different ways has made me more aware of perhaps doing more than just chalk and talk and getting the kids engaged in thinking and some of the other things that I’ve done after doing some development work on thinking skills and looking at how one can develop thinking skills using different kinds of activities; also the importance of social relationships in education, not just social learning but developing a personal relationship with the students turns them into better learners and it also helps you to become a better teacher because if you notice that someone is totally off the wall and hyper active then you can tailor what you are doing so that takes that into account.

Can you think of any negative effects of any professional development you have done?

We had one woman talking about; well theoretically her speech; and this was a keynote at the EARCOS conference and she was supposed to be talking about education of special needs and gifted one’s the ones that we often neglect because we assume because as they are so bright that they’ll get there on their own and she did not have; this was last year 2006; the latest research she had was 1994 well a lot has changed since then and not only that but also her work was on overhead projectors and this to a hall of 1500 teachers it was disgusting I mean she was being paid megabucks these people get 1400 or 1500 dollars per day and she hadn’t even bothered to upgrade her stuff so it’s when you go and somebody is obviously is just trading on their name or on something that they did a long time ago, it gets very annoying because one is wasting one’s time and one’s money.
Teacher M: Female: International school

Do you like working at your school?

Yes I do, I love it.

Why do you like it?

Because I think that I’m able to make a difference to how the place runs and hopefully it’s a difference in development that I can make things easier and work better because of organizational strategies you know, and hard work.

How motivated would you say you are as a teacher?

I’m quite... I would say, towards the high end of motivated.

What in your opinion are the qualities of a good teacher?

Somebody who understands their students, somebody who is willing to listen to their students’ ideas and not just expect one answer; be able to listen to something that they might not be expecting and be able to reason and look at it for what it’s worth; to be able to use the resources that they have, to be able to be innovative, be flexible but still keep on task and be focussed on what they are doing; to be able to plan or know their objectives and follow them so that the children or the students that they are teaching actually get to learn what they are supposed to learn and then also to check and assess in which ways they’ve learnt either because it has been unsuccessful and you need to follow up with something or else it has been successful and you want to record that success because you want to apply it to another situation in the future; something like that.

Do you feel cared about by the school?

Yeah, I would say that I feel cared about by my immediate boss, I feel cared about some of the other teaching staff; I definitely feel cared about by the Thai staff as in the guards, the cleaners, the support staff. For the TAs (the teaching assistants), I think they appreciate that I support them and so they support me.

Have you had any negative experience at the school?

From anybody at all?

In general, from the staff, or from the environment, or just from the administration.
I think the most negative points that I can label are when I try to increase standards, I try to develop something but people not necessarily everybody wants to increase their own standard so if I try to reason with people and say that this isn’t good enough or that this could be done better or try to show them how they might do it, they might either give me excuses why it can’t be done that way or they might do it for a day and go back to their own habit and then complain about it behind by back or something like that. But it’s generally the kind of people who I would consider are on the very low to zero motivation scale you know they don’t want to be there or they are just there to get the pay packet at the end, they’re not really enjoying the job.

**What motivates you to develop yourself as a teacher?**

I want to do the best that I can do, I don’t want necessarily to have financial reward for it, I don’t need to be remembered for my name or I did this or I did that. I think your reward is your own satisfaction when you see things improve and when you feel you’ve made a positive contribution to something; you have an intrinsic reward, you feel happy that you’ve achieved something and more often than not the other people around you give you a sense of... you know you feel proud, you feel happy to have made other people’s lives maybe more enjoyable or better as you’ve gone along.

**Do you think teacher motivation is the responsibility of the teacher, the school, or the students?**

I don’t think you can put it onto the students to be honest because there are so many different kinds of student. If you look at young students, then they are hardly able to comprehend it and if you look at older students, they might have other problems. I don’t think you can really put it onto the students. If you look at the teacher and isolate the teacher again then you can have a very motivated person but if you are in an environment that doesn’t want to change or to develop or do anything in a known situation. I think you have to have a connection, a communication between both the teacher and the working environment but not necessarily from the students. However I add that if you have students who don’t want to be there full stop; then even if you are highly motivated; you’ve got support from the work environment it would be very difficult to stay positive for any length of time I would think.

**What’s the role of the teacher in teacher motivation, in motivating themselves?**

There’s lots of stuff you can do and I think it mainly comes down to going out and looking at different seminars, workshops, conferences; getting new ideas; talking to people either within your own work environment or other work
environments because you see that either your problems are not isolated other people have the same problem and maybe you don’t get answers to it but least you feel that you’re not there alone; and also change, sometimes you know you can’t do anything but you can... if you’re in a room that you don’t like and you can’t buy any new stuff, and you can’t change your hours, you can’t increase your pay; if you just move things around in the room and come back the next day you still think it’s different, you might not like it, you might change it back but you know it keeps you moving, if you become sterile and you don’t do anything you go down from there

What about the role of the school?

The role of the school, they have to support you; they have to have clear rules and standards. I think it’s extremely demotivating if you have a school that doesn’t have any rules and just gives everything to the parents willy nilly you know if this parents wants this then they’ll give it to them and if another parent wants something else then they’ll give it which tends to happen a lot here for example; rather than appreciating that the teacher has to then answer and then cope with all of that. Having structures, having set regulations, standards that are kept and prompt and professional; just professional working which should encompass all of that.

What is your opinion is Continued Professional Development?

Continued professional development I would say is all sorts of different things; going to different conferences, seminars, and workshops that are appropriate you your work environment and your own level of teaching; also being active in the community and getting involved with the community; knowing how to bring the community into the school as well as take the school into the community; being aware of you know real life scenarios; being aware that people might have problems; that people are different so you can better understand where they are coming from otherwise that lack of communication leads to a lot of misunderstanding

I’ve defined CPD, continuing professional development, as things that you do at work, work-based activities, personal activities outside work, courses, seminars and conferences as well as self-directed informal learning? Have you participated in any of these types of development?

I think that I’ve done all of those

Can you give me any examples?

For outside, I’ve set up a project in Lopburi which is a poor rural school where I try to provide educational; sustainable educational development; so I go up there
as often as I can, maybe once every few months to provide them with resources and show them how to make the resources for themselves so make them an example and let them improve it themselves. I’m just starting a new project in Klong Toey; which means that people in Klong Toey will make school furniture for the school that I’m working in so that again it’s sustainable for the community; the community provide furniture for the school then people in the school can see that this piece of furniture has been provided by them because there is a lot of stigma attached; again it comes down to understanding people and giving people a sustainable way to develop their future rather than just giving them a handout of money; money only lasts for so long, you’ve got to train people how to look after themselves.

What about work based activities?

Now I’m trying to develop a lot of standards on all sides of management and curriculum and health and safety. I’m trying to look in detail how to apply for ISO certification so that we can apply for that, so health and safety throughout the school. Trying to create a fairer environment among the Thai and foreign staff by giving them equal rights which is something that hasn’t happened before. In work; to liaise with parents more which I think hasn’t really happened that much, I provide them information that is useful for them not just essential information, but extra information they haven’t asked for.

What about courses and seminars?

I’m always looking out for something. I’m probably going to be going to see something in May when I come back which is on the topic of dyslexia because I think it is a topic that is very overlooked in Thailand, in fact learning disabilities as a whole are generally overlooked in Thailand; again it’s a stigma; and so people tend to hide things or pretend that they are not there. It might be a good way of finding other people who are interested in the topic even if I don’t find some interesting information at the conference itself being able to meet people who are still interested in developing something.

What about self directed and informal learning?

Well I subscribe to quite a lot of different magazines like New Scientist and Scientific American, National Geographic, I have different internet sites that I’m a member of so again for learning and different sites that send updates information on learning techniques; learning abilities; or you know just updates on general stuff that comes into the headlines; good or bad.

What has primarily motivated you to participate in CPD?
Because I can see the benefits of it I think. I know that sometimes you feel that you don’t have time or you don’t want to spend your money on something but at the end of the day you do learn something from it, even if it’s just the tiniest piece of information; but that can lead onto something else and that can be a pathway to something a lot bigger; so even if I feel that I didn’t learn that much from it; I just might get a snippet; just one thing is usually enough; you never know where it leads to.

**What have you done in the last two years to develop yourself as a teacher?**

A masters in education and starting a Phd in psychology counselling so the two are connected in so much that for my job I hope that by understanding educational theory and application, plus the psychological element of understanding emotional and cognitive structures of society, both cultural and not necessarily culturally based but developmentally based, I will be able to apply to my daily routine, hopefully I’ll be able to help people a little bit more; that’s what I want to do.

**Formal courses and so forth?**

I don’t think I have much more time for anything else in the last few years.

**How has CPD had a positive effect on your teaching ability?**

Sure, because the things that I have learned I can apply, so I mean from very basic and quite old theories such as Piaget and Gardner, even going back as far as Freud and you know developmental classical conditioning and stuff like that; very old stuff; if you have a basic grounding in that kind of thing then you can really apply it to modern day scenarios and understand better how you are effecting children or your students.

**Has it changed your teaching ability? Do you think?**

I hope so, I think so

**Can you give me any examples of how it’s changed your teaching?**

I think I can say without...I try to look at my own bias of myself and I would say that I think I’m a lot calmer in the classroom now than I was before, certain things don’t stress me out as much as they would have because I feel that I’m more prepared I’m more able to expect the unexpected I don’t feel as intimidated by certain things happening because again, I’m more prepared; so that cuts a lot of stress out. As for standards, I think I must be better because I can apply the different theories and the learning that I have gone through to the students that I’m teaching so, yeah it must be.
**Are there any negative effects of CPD?**

Negative effects? Not really I can’t think of any negative effects really

**You said you didn’t have much time before..?**

Sure but I mean it’s a choice you have to make. If I wasn’t doing that if I wasn’t studying or working hard; what else would I be doing, I’d probably be watching TV or probably doing something else which might not mean very much; in a few years time I’ll be able to say exactly what I did in the last few years that have gone by whereas if I hadn’t done it I’m not sure that I would be able to say oh well in those last few years I did that because it wouldn’t have much meaning.
Teacher N: Female: Private School

Do you like working at your school?

Yes I do. It’s fairly organized and it’s obvious that there are teachers there that are committed to helping the students.

How motivated would you say you are as a teacher?

I’ll do it on a scale or one to ten, I’d say probably it would be about 9.5

Why are you motivated?

I think it’s because I’m a learner, I like to read; I like to learn things; I like to gain knowledge about things; and I’m very excited about sharing my knowledge with other people and with students I think that it’s important for me to be motivated in order to motivate them

What in your opinion are the qualities of a good teacher?

Number one is being a good learner, if you’re not able to learn yourself you can’t possibly understand what your students are going through. Being a good listener and being perceptive, paying attention to all of the students in the class; reading their faces reading their body language and seeing whether or not they really have understood what you are saying and the ability to be versatile in your teaching methods; not every student responds well to the same methods so you have to be able to vary methods.

So think continual improvement?

Constant improvement. I think there’s always something I can learn to be a better teacher and I take a lot of time to think about what works and doesn’t work in my lessons.

So you reflect on what you do?

Yes if you want to use that you know reflective, experiential learning cycle; I try not to get too theoretical about it; I take a practical approach to everything I learn but it is very helpful to think about what you are doing; being aware; conscious of what you are doing is also a very Buddhist thing so it works quite well in Thailand.

Have you ever felt cared about the school that you are at now?
Cared about as in that I’m an important asset to the school or cared about in that they give me presents all the time?

**Cared about as though you are a valued asset for the school**
I think it’s clear that we are important to the school although I do feel at times that there is some resentment from Thai teachers simply because we make an extraordinary salary in comparison to them. By the same token we work probably three times to four times as hard as the Thai teachers do; we don’t have quite as much free time; they may teach only one class, ten sections; twice a week; the same class; and have one lesson plan to write; whereas I might have twelve to write a week.

**Have you had any negative experiences at the school?**

Negative experiences? I guess just the typical cultural clashings that go on; I mean what I might think is ok might not be what my boss thinks is ok or... but I wouldn’t say anything... negative experiences were usually with foreign staff who I felt shouldn’t be there.

**Any reason you felt that?**

In a particular instance I had a colleague who seemed to have a few crushes on some of our sixteen and seventeen year old students and was quite open about that and I thought that was really inappropriate.

**What motivates you to develop yourself as a teacher?**

Again, I guess it goes back to the learning, I think I’m pretty... I wouldn’t say that I’m a perfectionist but I like to do a good job and when I say I’m going to do something then I follow through on it and I do it well. And if I don’t think it’s going as well as I want it to go; then I never assume that it’s the students fault, I assume that it’s my fault, and that I have to do something to make it better.

**Would you say your motivation comes from you yourself or from somewhere else?**

I would say that about 75% is me and the 25% is the feeling of reward that I get when I know that my students are responding and feeling good about what they are doing.

**Teacher motivation; is it the responsibility of the teacher; the school; or the students? Are there any other factors?**
It’s 100% teacher responsibility. If you aren’t motivated as a teacher, find a different job.

You don’t think the school has any role to play in either maintaining motivation or helping people?

No because as the end of the day it’s you and a classroom, and whatever school politics are going on or whatever administration difficulties you are having; you cannot take that out on whatever age group is sitting in front of you in a classroom; it’s your responsibility to make sure that your students get what they need; your focus should be on them and not on yourself. So if your motivation is down because you have a crap boss or you have a crap administration; then you are self centred and should get out of teaching.

What in your opinion is Continued Professional Development?

You know it could be something as simple as reading; reading journals; reading articles about whatever it is you are teaching; looking at what other teachers are doing in the same subject; I mean it doesn’t have to cost any money. I teach social studies but I still go to a TESOL conference every year just because there is now a trend in English language to make it more content based again and move it away from the communicative aspect because more people need English for a specific reason and so you might have more people who are learning English for science; well if they are learning science in English they have a better chance of following what is going on. So I think doing anything that relates... I guess in Thailand specifically because we are here almost entirely as English teachers in some way or another so it is our responsibility to learn how we can do our jobs better and self reflection.

I have defined CPD as a couple of different categories just to simplify things. Work based activities; personal activities that you do outside of work such as seminars and conferences; self directed and informal learning is what you mentioned before with journals and so forth. Have you participated in CPD as defined in these descriptions?

Well the TESOL organization was a series of different workshops and seminars I do that once a year, I would be interested in doing an education degree; however I haven’t found anything that would be recognized in the United States online that I could afford. Would be interested if there were a Thai university that were accredited in the United States but there aren’t any. What was the last one?

Self directed and informal learning we kind of covered already.

OK
What primarily motivated you to do some kind of development activities? What was the main reason?

Main reason is again a deep seated desire to learn and... to... I think that living is learning and I think you can always learn; there is always room for improvement; there is always change; there is always something new out there.

Could you tell me about anything specifically, specific activities that you have done in the last few years to develop yourself?

Let’s see... I’m learning Thai; currently I’m going every day in my holiday. Learning Thai helps me understand how Thai language learners think grammatically; why they do certain things; why they make these mistakes over and over again. So this not only helps me to understand the cultural aspects but also the linguistic aspects of my students... That’s one thing that I’m doing. I went on to get my TESOL cert two years ago simply because I had been teaching English as a lecturer at university and I felt that I just didn’t have all of the teaching strengths in ESOL or teaching English to non native speakers. As for any other courses I can’t think of anything right off hand.

How have your development activities had a positive effect on your abilities to teach?

I do believe that I have certainly learned from being more reflective about... or at least methods of being reflective on what I’m doing, although I was already a reflective teacher so I felt that that aspect of my classes was a bit, a little bit boring because it wasn’t anything new to me. I think it’s helped in the sense that I have tried to be a little bit less didactic in my approach particularly with grammar although I have found in Thailand a didactic approach is more effective because this redundancy, this practice seems to be something the Thai students warm up to. It’s very difficult to get them into groups and talking about themselves for this communicative aspect, although that’s not something I have done away with. I think that... I think that the self reflection and the things that I have learnt about myself as a learner have had more effect on my ability to teach better than any class has ever taught me. I think that if you’re not sensitive about yourself as a learner and your students you’re not going to improve, no matter how many classes you take.

Is there anything specific that you’ve picked up in your development activities that you have applied and noticed it was very beneficial in the classroom? Anything specific?

Giving the students time to respond. That’s it. That’s the only thing I can think of because there is a lot of theory and there is a lot of ways of going about teaching certain things. People have written books about methods but the thing is that the
only method that works for me is kind of a mish mash of several different methods and constantly redefining myself according to each individual classes’ needs.

Thank you, last question. Are there any negative effects of professional development that you can think of?

I think that sometimes when people have education degrees, they seem to feel that they know better then anyone else that what teaching is. I have noticed in observing people with education degrees that at least 50% of them should be doing something else with their time. Having a degree does not necessarily mean that you have the necessary gift to teach. I know that this comes off as me sounding a bit arrogant and full of myself; that’s not what I intend; the thing is that I have come from the school of hard knocks and I have fallen on my face and I have been humble enough to see where my mistakes are; and to make up for my mistakes and try to do things better the next time and I think that is important in a teacher.