

English Language Teachers' Motivation Towards Professional Development in North Cyprus

Seval Akgürel

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
September 2024
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

Asst. Prof. Dr. Fatoş Erozan
Chair, Department of Foreign Language
Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

Asst. Prof. Dr. İlkey Gilanlíoğlu
Supervisor

Examining Committee

1. Prof. Dr. Emre Debreli
2. Prof. Dr. Naciye Kunt
3. Asst. Prof. Dr. İlkey Gilanlíoğlu

ABSTRACT

The present research explored the key factors that motivate English language teachers in public secondary schools in North Cyprus to participate in professional development activities and the challenges and barriers they experience. Sequential explanatory data collection was used in this study. A quantitative online survey was used to collect data from 108 English language teachers on the internal and external factors affecting their motivation towards PDA. Semi-structured interviews were conducted with 15 teachers who also completed the survey to get in-depth qualitative data on the parameters. The quantitative data were analysed using SPSS. The internal consistency of the items was evaluated by calculating Cronbach's alpha coefficients. The Pearson correlation coefficients were calculated to analyse the relationships between various factors, such as attitudes, self-efficacy, time constraints, funding, principal support, colleague influence, and school environment. A regression analysis was performed to investigate the influence of various factors on teachers' participation in professional development activities. Furthermore, the researcher utilised NVIVO to find the themes and systematically categorise and also examine the common ideas shared by the participants during the interviews. The quantitative results revealed a positive relationship between teachers' attitudes and their participation in professional development. The research also found that self-efficacy had a crucial role, showing that teachers who have higher levels of confidence in their abilities are more likely to actively engage in professional development activities. Furthermore, participation in professional development was significantly influenced by external factors such as time constraints, financial resources, support from school principals, influence from colleagues, and the environment of the school. The most significant external factors

that affected participation were the impact of colleagues and a supportive school environment. The qualitative interview findings revealed that teachers value the chance to improve their knowledge and engage in self-exploration. However, they also face constraints related to financial resources and time limitations. Teachers are impacted by the effectiveness and relevance of previous professional development activities.

Keywords: English Language Teaching, Professional Development, In-service Training, Motivation, Barriers

ÖZ

Mevcut araştırma, Kuzey Kıbrıs'taki devlet orta okullarındaki İngilizce öğretmenlerini mesleki gelişim faaliyetlerine katılmaya motive eden temel faktörleri ve deneyimledikleri zorlukları ve engelleri araştırmıştır. Bu çalışmada ardışık açıklayıcı veri toplama yöntemi kullanılmıştır. 108 İngilizce öğretmeninden İngilizce öğretmenlerinin hizmet içi eğitim motivasyonunu etkileyen iç ve dış faktörler hakkında kapsamlı miktarda veri toplamak için nicel bir çevrimiçi anket kullanılmıştır. Anketi de tamamlayan 15 öğretmenle yarı yapılandırılmış görüşmeler yapılarak parametreler hakkında derinlemesine nitel veriler elde edilmiştir. Nicel veriler SPSS kullanılarak analiz edilmiştir. Maddelerin iç tutarlılığı Cronbach alpha katsayıları hesaplanarak değerlendirilmiştir. Tutumlar, öz yeterlik, zaman kısıtlamaları, finansman, müdür desteği, meslektaş etkisi ve okul ortamı gibi çeşitli faktörler arasındaki ilişkileri analiz etmek için Pearson korelasyon katsayıları hesaplanmıştır. Öğretmenlerin mesleki gelişim faaliyetlerine katılımı üzerinde çeşitli faktörlerin etkisini araştırmak için bir regresyon analizi yapılmıştır. Ayrıca araştırmacı, temaları bulmak ve sistematik olarak kategorize etmek ve ayrıca katılımcılar tarafından görüşmeler sırasında paylaşılan ortak fikirleri incelemek için NVIVO'yu kullandı. Nicel sonuçlar, öğretmenlerin tutumları ile mesleki gelişime katılımları arasında olumlu bir ilişki olduğunu ortaya koydu. Araştırma ayrıca öz yeterliliğin önemli bir role sahip olduğunu ve yeteneklerine daha fazla güvenen öğretmenlerin mesleki gelişim faaliyetlerine aktif olarak katılma olasılıklarının daha yüksek olduğunu gösterdi. Ayrıca öğretmenler, mesleki gelişim katılımı, zaman kısıtlamaları, finansal kaynaklar, okul müdürlerinden destek, meslektaşların etkisi ve okul ortamı gibi dış faktörlerden önemli ölçüde etkilenmiştir. Katılımı etkileyen en önemli dış faktörler,

meslektařların etkisi ve destekleyici bir okul ortamıydı. Nitel görüşme bulguları, öğretmenlerin bilgilerini genişletme ve kendini keşfetme fırsatına değer verdiklerini ortaya koydu. Ancak, finansal kaynaklar ve zaman kısıtlamalarıyla ilgili problemlerle da karşı karşıya kalıyorlar. Ayrıca öğretmenler, önceki mesleki gelişim faaliyetlerinin etkinliği ve yararlılığından da etkilendiklerini dile getirdiler.

Anahtar Kelimeler: İngilizce Öğretmeni, Profesyonel Gelişim, Hizmet İçi Eğitim, Motivasyon, Engel

DEDICATION

This thesis is dedicated to
myself,
my mother
Birol Akgürel,
my father
Fatih Akgürel,
my husband
Bilal Çeral,
and my one and only daughter Aysel..

ACKNOWLEDGEMENT

From the bottom of my heart, I want to thank to those people who have made significant contributions to my study. First and foremost, I would like express my gratitude to my supervisor, Asst. Prof. Dr. İlkey Gilanlioğlu. He became a father figure to me, and his support, tolerance, and direction were vital in my study.

I wish to convey my deep gratitude to my parents, who encouraged me to pursue my M.A., even after many years since my graduation in 2013. Despite my decision to focus on my career, they always reminded me that they would support me if I pursued my long-held dream. I am eternally grateful for their presence in my life.

My husband deserves a great debt of thanks as his patience, endless support and motivation have been a continual source of strength on this journey. Always by my side no matter what difficulties we had; he has been not just a loving husband but also an amazing father to our daughter. I am very lucky to have him by my side today, tomorrow and always...

I also want to thank my friends Fahri Tümkan, Nadia Jobbehdar Nourafkan, and Birsen Sunar from the bottom of my heart. Their support and motivation were very important in helping me finish my studies. Their assistance and presence have been very important to me on this journey.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ	v
DEDICATION	vii
ACKNOWLEDGMENT	viii
LIST OF TABLES	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS	xiv
1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Purpose of the Study	2
1.3 Research Questions	2
1.4 Significance of the Study	3
1.5 Limitations of the Study	3
1.6 Organization of the Thesis	3
2 LITERATURE REVIEW	5
2.1 Motivation	5
2.1.1 Definition of Motivation.....	6
2.1.2 Types of Motivation.....	7
2.1.2.1 Intrinsic Motivation.....	7
2.1.2.2 Extrinsic Motivation.....	8
2.1.3 Theories Related to Motivation	9
2.1.4 Factors Affecting Teacher Motivation	12

2.1.5 Strategies for Motivating Teachers to Attend Professional Development.....	14
2.1.6 Barriers to Teacher Motivation for Professional Development	17
2.2 Professional Development	18
2.2.1 Definition of Professional Development.....	19
2.2.2 Types of Professional Development Activities.....	20
2.2.3 Theories Related to Professional Development	23
2.2.4 Barriers that Prevent Teachers to Attend Professional Development Activities.....	26
2.2.5 Relationship between Teacher Motivation and Professional Development.....	28
2.3 Summary.....	30
3 METHODOLOGY	31
3.1 Research Design	31
3.2 Context of the Study	32
3.3 Research Questions	33
3.4 Participants of the Study	34
3.5 Data Collection Instruments	37
3.5.1 The Survey	37
3.5.2 The Semi-structured Interview	39
3.6 Data Collection Procedures	40
3.7 Data Analysis	42
3.8 Summary	44
4 RESULTS	45
4.1 Quantitative Findings of the Research	45

4.2 Qualitative Findings of the Research	57
4.2.1 Internal Factors	61
4.2.2 External Factors	62
4.3 Summary	66
5 DISCUSSION, CONCLUSION, IMPLICATIONS & SUGGESTIONS	67
5.1 Discussion of the Results	67
5.2 Conclusion	72
5.3 Implications of the Study	73
5.4 Suggestions for Further Research	74
REFERENCES	76
APPENDICES	97
Appendix A: Permission from Ethics Committee	98
Appendix B: Permission Letter from National Ministry of Education of TRNC....	99
Appendix C: Consent Form of The Survey.....	100
Appendix D: The Survey	101
Appendix E: Consent Form of The Semi-structured Interview	106
Appendix F: The Semi-structured Interview.....	108

LIST OF TABLES

Table 1.1: Demographic Information of the Participants: The Survey.....	34
Table 1.2: Demographic Information of the Participants: Semi-Structured Interview.....	36
Table 1.3: Pearson Correlations.....	48
Table 1.4: Coefficients ^a of Internal Factors.....	52
Table 1.5: Coefficients ^a of External Factors.....	54
Table 1.6: The Most Uttered Words in the Interviews.....	58

LIST OF FIGURES

Figure 3.1: Factors Affecting Teacher Participation in PD.....	46
Figure 1.2: Factors Affecting Teacher Participation in PDs.....	57
Figure 1.3: The Most Uttered Words in the Interviews.....	58

LIST OF ABBREVIATIONS

CPD	Continuous Professional Development
ELT	English Language Teaching
PD	Professional Development
PDA	Professional Development Activities
SPSS	Statistical Package for Social Sciences
STD	Self Determination Theory

Chapter 1

INTRODUCTION

The purpose of the introduction chapter is to introduce and outline the study conducted. The text presents an overview of the study's background, objectives, purpose, significance, limitations and organization.

1.1 Background of the Study

Professional development activities (PDA) such as in-service training plays a crucial role in developing teachers, allowing them to enhance their knowledge, skills, and teaching strategies. Darling-Hammond (2017) emphasizes the role of teacher education in professional development (PD). In North Cyprus the Ministry of Education provides in-service training to public school teachers, usually every year in September. Attending these activities was not compulsory until 2023, when the government changed some of the laws in Teachers' Act (National Ministry of Education, 2023), making the attendance mandatory. The change is a good indicator that the policymakers realized the low attendance of the teachers. The schedule of the trainings usually is shared a week or two weeks before the starting date and all the teachers must attend the training that is related to their fields. There are usually one or two trainings for each field. Last year for example, there was only one training for 2 hours for English language teachers. Attending a training only once in a year is not enough to catch up with the new technologies. As the world is evolving fast so does the teaching profession. By understanding the motivation levels of English language

teachers towards PD, valuable insights into their willingness to engage in continuous PD can be gained.

1.2 Objectives of the Study

This study aimed to identify the key factors that motivate English language teachers that work in state schools in North Cyprus to participate in PDA; explore the benefits and positive outcomes that English language teachers associate with their participation in PDA; and investigate the challenges and barriers faced by English language teachers in North Cyprus when attempting to participate in PDA. The rationale for this study comes from the observed challenges of PDA in public schools in Northern Cyprus. The effectiveness of these activities in improving the level of education is frequently hindered by their repetitive and outdated nature. The objective of this study is to investigate the factors that influence the participation of teachers in PDA, with the objective of identifying factors to enhance the relevance and efficacy of these activities. This research addressed the following questions:

1. What is the relationship between English language teachers' internal factors (e.g., attitudes, self-efficacy) and their participation in professional development activities?
2. Do external factors (e.g., time constraints, funding, principal and colleague influence, school culture) correlate with English language teachers' engagement in professional development activities?

1.3 Purpose of the Study

The study aimed to examine the impact of both internal and external factors (Bayar,2013) on English language teachers' engagement in PDA at public schools in North Cyprus.

1.4 Significance of the Study

The significance of this topic lies in its potential to improve the quality of English language education in North Cyprus. When teachers are motivated and actively participate in PDA, they acquire new teaching methodologies, gain a deeper understanding of language acquisition theories, and stay updated with the latest trends in language education (Johnson, 2018). Therefore, their classroom practices become more effective and engaging, benefiting both the teachers and the students.

Moreover, investigating the factors that influence English language teachers' motivation towards PDA can help educational institutions and policymakers design and implement more tailored and effective PDA. By addressing the specific needs and motivations of teachers, an environment that fosters continuous growth and improvement in English language education can be gained.

1.5 Limitations of the Study

The current study has the following limitations:

- Due to the constraints of the Master's thesis in terms of time, the study had a small number of participants that were interviewed. With a larger number of participants, the results would have been more representative and applicable to a wider population.

1.6 Organization of the Study

This thesis consists of five chapters. The Introduction chapter is immediately followed by Chapter 2, which includes a comprehensive examination of relevant research about motivation and professional development for teachers.

The chapter starts with the explanation of English language education, which is then succeeded by the exploration of motivation. The following topics are covered: motivation, its' definition, types, popular theories, teacher motivation; factors that

impact teacher motivation; strategies for motivating teachers for PD; and barriers to teacher motivation for PD. The review also includes an exploration of PD, encompassing its definition, theories, types, similar words, the benefits it offers to teachers, and the factors that influence their involvement. This chapter ends with a comprehensive examination of the existing literature on international studies that are relevant to the current study.

Chapter 3 includes a comprehensive exploration of the methodologies used to conduct the study and analyse the gathered data. This chapter defines the research tools utilised for data collecting, namely interviews and surveys. It also introduces the participants involved in the study and concludes with an overview of the data analysis technique. Chapter 4 provides the primary results of the study by examining both quantitative and qualitative data. Chapter 5 provides a comprehensive analysis of the primary findings in connection with the research conducted in the topic. Chapter 6 provides a brief summary of the primary findings, results of the study, and suggestions for further research.

1.7 Summary

This chapter included an extensive clarification of the study's background. Additionally, it provided an explanation of the problem, the objective of the study, the research questions, the importance of the study, and listed some limitations of the study.

Chapter 2

LITERATURE REVIEW

This chapter reviews the related literature on the key components of *motivation* and *professional development* in relation to how they might impact English language teachers' involvement in professional development activities.

2.1 Motivation

Scholars such as Hull (1943), Maslow (1943), Vroom (1964), Dörnyei (2001, 2005), Reeve (2018), Richards & Schmidt (2010), Evans (1998), McDonough (2007), and Brophy (2013) stated that motivation is a complex and multifaceted phenomenon. The term is deeply embedded in everyday language, psychology, and various social sciences. Motivation comes from the Latin phrase "movere," which indicates "to move," is basically what pushes behaviour that results in action (Richards & Schmidt, 2010). According to Dörnyei (2001), motivation entails deciding on a course of action, sticking with it, and putting up the necessary effort. This is consistent with the viewpoint of Hull (1943), who defined motivation as an internal force that drives behaviour in the direction of a goal. Moreover, an emotional energy state that drives behaviour is produced by the interaction of one's own wants with the outside environment (Maslow, 1943). Vroom (1964) places a strong emphasis on the cognitive processes that underlie motivation, including goal-setting, outcome expectancies, and self-perception of accomplishment. More broadly, genetic, mental, psychological, and social factors are among the internal and external factors that affect motivation (Dörnyei, 2005). According to Evans (1998), it is a state that establishes one's level of

propensity to participate in an activity. Brophy (2013) offers a thorough theoretical framework that explains how behaviour, especially goal-directed behaviour, starts, progresses, persists, and has certain qualities. In summary, these scholars have defined motivation as the outcome of a dynamic interplay of emotions, cognitive processes, and both external and internal factors. Motivation drives people to make decisions, follow through on activities, and put-up effort in order to attain particular goals.

2.1.1 Definition of Motivation

Motivation, a central concept in psychology and education, has been extensively studied and conceptualized by scholars across various disciplines. Hull (1943), Maslow (1943), Vroom (1964), Dörnyei (2001, 2005), Reeve (2018), Richards & Schmidt (2010), Evans (1998), McDonough (2007), and Brophy (2013) have contributed to the understanding of motivation as a complex and multifaceted phenomenon deeply embedded in everyday language and various social sciences. According to Richards & Schmidt (2010), the term "motivation" originates from the Latin verb "movere," meaning "to move," signifying its role in driving behavior. Dörnyei (2001) describes motivation as encompassing the processes of deciding on a course of action, sticking with it, and exerting the necessary effort. This aligns with Hull's (1943) definition of motivation as an internal force that propels behavior toward a goal. Maslow (1943) emphasizes the emotional energy state produced by the interaction of individual desires with the external environment.

In summary, motivation is understood as a dynamic interaction between emotions, mental processes, and external and internal influences. It drives individuals to make decisions, follow through on activities, and exert effort to achieve specific goals. This multifaceted understanding of motivation provides a solid foundation for its study in psychology and education. This comprehensive understanding of motivation, as

described by these scholars, matches with the broader definitions provided by Ryan and Deci (2000) and Locke and Latham (2002), emphasizing the dynamic and goal-oriented nature of motivated behavior.

2.1.2 Types of Motivation

Human behavior is influenced by motivation, a complex psychological phenomenon that drives people to engage in various activities. Scholars have identified two main types of motivation: intrinsic motivation and extrinsic motivation.

2.1.2.1 Intrinsic Motivation

Intrinsic motivation develops when individuals are driven by the pleasure and fulfillment they experience from an activity without the need for external incentives or constraints. According to Deci and Ryan (1985), intrinsic motivation refers to the act of engaging in an activity purely for the purpose of experiencing internal joy and fulfillment. This dimension of motivation encompasses several subcategories, each shedding light on different sources of fulfillment and happiness:

- **Mastery Intrinsic Motivation:** This type of motivation arises from the drive to improve one's abilities, expertise, and understanding in a particular field (Deci & Ryan, 1985). Individuals motivated by mastery intrinsic motivation derive satisfaction from mastering a specific topic or skill.
- **Curiosity Intrinsic Motivation:** Stemming from people's natural urge to discover, comprehend, and learn new things, curiosity intrinsic motivation encourages individuals to explore and engage with novel experiences (Berlyne, 1954). It reflects an innate curiosity that drives individuals to seek out new challenges and knowledge.
- **Interest Intrinsic Motivation:** When individuals find a task to be genuinely fascinating and pleasurable, particularly when it aligns with their personal

passions, they become intrinsically motivated (Renninger & Hidi, 2016). This type of motivation is strongly associated with the emotional connection individuals have with their goals.

- **Challenge Intrinsic Motivation:** Inspired by Csikszentmihalyi's concept of flow, challenge intrinsic motivation arises from the satisfaction of taking on challenging activities and pushing beyond one's comfort zone (Csikszentmihalyi, 1990). Overcoming obstacles and mastering difficult tasks are sources of intrinsic satisfaction.
- **Autonomy Intrinsic Motivation:** Defined by the need for autonomy, choice, and control over one's behavior and decisions, autonomy intrinsic motivation thrives in environments where people have a feeling of autonomy and influence (Deci & Ryan, 1985). It is characterized by a desire to self-direct one's actions.
- **Social Intrinsic Motivation:** Stemming from the pleasure of engaging and collaborating with others, social intrinsic motivation emphasizes the social aspect of human motivation (Reeve, 2018). Individuals are motivated by a sense of connection and belonging in social interactions.

2.1.2.2 Extrinsic Motivation

In contrast, extrinsic motivation means engaging in activities to obtain rewards from outside sources or stay away from punishments. This type of motivation is characterized by external motivators rather than intrinsic fulfillment (Deci & Ryan, 1985). Various subcategories of extrinsic motivation offer a more detailed comprehension of the diverse elements that impact behaviour:

- **External Regulation:** This refers to the highest level of extrinsic motivation, where people participate in activities only for the purpose of acquiring actual benefits or avoiding punishments imposed by outside sources.

(Deci & Ryan, 1985).

- **Introjected Regulation:** Individuals engage in activities out of self-imposed expectations and internal pressure to enhance self-esteem, avoid guilt, or feel better about themselves (Ryan & Deci, 2000).
- **Identified Regulation:** When individuals recognize the intrinsic value or significance of a task and engage in it based on shared values or aspirations, they exhibit identified regulation (Deci et al., 1991).

These distinctions between intrinsic and extrinsic motivation, along with their various subcategories, provide insights into the diverse factors driving human behavior. Self-determination theory further distinguishes between autonomous and controlled motivation, highlighting the importance of internal versus external sources of motivation (Deci & Ryan, 1985).

2.1.3 Theories Related to Motivation

Recognising human motivation is a complex process including several ideas that clarify the complex web of variables affecting behaviour. This review explores some of the well-known theories of motivation, each providing a different perspective that helps people to understand the connection between the internal and external factors that drive people. As to Maslow's (1943) theory of human motivation, there exists a system of hierarchy of needs that individual must fulfil, starting from the most fundamental necessities and progressing towards the most complex desires. The theory argues that there are five main categories of goals, including fundamental needs, physiological necessities, security, affection, esteem, and self-actualization, which bring about order. Soon after the greater needs have been satisfied, these demands become more noticeable. Hence, every demand is interrelated with the rest and cannot be evaluated independently. Moreover, individuals will not focus the needs connected

with higher levels until the need linked with the lowest phase is fulfilled. The Theory of Reasoned Action, developed by Fishbein and Ajzen in 1975, combines psychological and sociological factors to demonstrate the importance of both individual and societal effects when making decisions to participate in learning activities (Becker & Gibson, 1998). This theory claims that a person's behaviour is shaped by their intentions, which are in turn influenced by two factors: personal attitudes and social pressures (Fishbein & Ajzen, 1975). The theory states that individuals are more likely to plan to engage in a behaviour when they have a good evaluation of it and when they think that influential people want them to engage in it (Ajzen & Fishbein, 1980). On the other hand, Self-Efficacy Theory, as clarified by Albert Bandura (1997), is an essential idea in motivational theories. It emphasises the importance of a person's faith in their own talents in influencing their motivation and behaviour. Bandura (1997) stated that individuals who have greater self-efficacy are more motivated to establish challenging goals, maintain constant effort, overcome barriers, and ultimately get outstanding results. The importance of Self-Efficacy Theory is relevant in several fields, such as education, healthcare, sports, and professional growth. In educational contexts, educators have a crucial role in promoting self-efficacy by establishing supportive environments, providing constructive feedback, and structuring assignments that gradually enhance students' confidence (Bandura, 1997). Similarly, in the workplace, managers may enhance employee performance by fostering self-efficacy beliefs that are consistent with career advancement and job duties. Moreover, Self-Determination theory (Ryan & Deci, 2017) states that workplace setting and individual factors may fulfil or irritate psychological demands (autonomy, competence, and relatedness). The model also claims that workplace setting (e.g., leadership style) and personal factors (e.g.,

personality) may support or hinder motivation. The three psychological requirements of autonomy, competence, and relatedness promote Self Determination Theory (Ryan & Deci, 2000). The theory showed how people engage with their environment, from externally regulated to internally directed. Education, healthcare, sports, and organisational management employed this complex classification (Ryan & Deci, 2017). Self Determination Theory helps teachers understand and increase Continuous Professional Development (CPD) motivation. Professional development involves autonomous motivation to maintain engagement and enhance learning outcomes (Ryan & Deci, 1985a). When given freedom and choice in CPD, teachers are more naturally motivated, improving performance and well-being. Externally produced motivation may promote short-term participation but reduce long-term involvement and well-being (Deci & Ryan, 1985a). SDT may be used to design effective CPD programs that address instructors' intrinsic incentives and autonomy needs. Combining external motivation with choice can make teacher development more pleasant and sustainable. Finally, the theory emphasises intrinsic motivation and basic psychological needs more than other motivational frameworks. By differentiating autonomous and regulated motivations and embracing extrinsic motivation variation, this theory helps understand and enhance human behaviour. Goal Setting Theory which was proposed by Edwin Locke and Gary Latham, is a powerful tool for analysing human motivation and performance (Locke & Latham, 1990). The theory states that concise and demanding goals, feedback systems, and solid commitment boost motivation and task performance. According to the theory, clear and specific goals boost motivation and performance. Setting objectives gives people direction and purpose. Challenging goals, which combine ambition with achievability, are also crucial. Slightly difficult objectives motivate people to work hard. Simple objectives

may lack motivation, whereas too ambitious goals might frustrate and inhibit performance (Locke & Latham, 1990). Feedback, the third base, is key to this motivating model. Feedback acts as a guiding beacon, leading people back on course, and an encouragement mechanism, increasing commitment to the objectives. Finally, Goal-Setting Theory impacts human behaviour and organisational practices by providing a systematic framework for goal creation and implementation. Lastly, within the framework of Herzberg's (1959) two-factor theory states that factors such as management quality, payment, corporate policy, physical working circumstances, and stable employment all contribute to an individual's level of dissatisfaction with their workplace. Some of the things that are considered to be internal rewarding aspects that are beneficial in motivating individuals include the possibility of advancement, personal development, acknowledgement, responsibility, and achievement.

2.1.4 Factors Affecting Teacher Motivation in Professional Development

Teacher motivation is complex and is affected by many different kinds of internal and external factors, as proven by many studies. Internal factors include autonomy, self-efficacy, and achievements as an individual. Pennington (1995) and Dörnyei (2001) expressed the significance of autonomy and self-efficacy in increasing teachers' intrinsic motivation, resulting in increased work satisfaction and a deeper dedication to their job. Similarly, Ryan & Deci (2000) and Kassabgy et al. (2000) emphasised the significance of internal psychological needs for maintaining motivation among teachers. However, other external factors, such as the influence of colleagues, financial rewards, the school environment, and student success, greatly influence teacher motivation. Dinham et al. (2000) found that external factors like salary and financial rewards have an important impact on teachers' motivation. Oga-Baldwin et al. (2007) additionally found that external factors, such as the impact of colleagues and the

general school environment, have a role in creating a supportive culture that can boost motivation. Ipek et. al. (2018) also carried out a study to examine foreign language teachers' motivation. There were 117 EFL instructors from a Turkish public university. The findings showed that EFL instructors' motivation is influenced by factors such as their educational setting, workplace, colleague influence, and students. Furthermore, Börü (2018) studied the internal and external factors that influenced teachers' job motivation. Study data came from semi-structured interviews. The results claimed that the teachers were motivated by success, effective working conditions, students' motivation to learn, their own autonomy, fairness, and consistency in their school environment. Kumari et. al (2023) also investigated teachers' motivation and its effects on work performance in Mirpurkhas, Pakistan. The data was gathered by surveys. The findings suggest the administration should customise teacher motivating policies and procedures to their needs. Additionally, school administrations ought to offer bonuses, prizes, positive interaction, emotional support, and salary increases to ensure quality learning and strong teaching performance to enhance the education system. Moreover, Ahmad et al. (2024) used a survey to evaluate the job satisfaction among 120 public secondary school teachers in Karachi. The results indicated that teachers were very motivated and happy at work. They demanded improved job satisfaction in terms of benefits, working environment, and facilities. The study proposed that administration and policymakers prioritise benefits and wages, working conditions, and physical facilities to improve teachers' job satisfaction, which improves the standards of education.

Teacher motivation is impacted by several internal factors, like autonomy and self-efficacy (Bayar,2013), as well as external factors including funding, colleague support, and the environment of the school (Bayar,2013). The examined studies showed

that teachers' motivation is influenced by multiple factors, including their educational environment, job conditions, and interactions with students and colleagues. Successful motivating techniques must be used to enhance the working environment, providing financial rewards, and providing emotional assistance. Addressing these challenges can result in increased job satisfaction and improved teaching effectiveness, eventually benefiting the entire educational system.

2.1.5 Strategies for Motivating Teachers to Attend Professional Development

As the study on teacher motivation is in demand there are lots of studies providing evidence that some strategies can be applied to increase motivation among teachers.

Several scholars, such as Ejiogu (1985), Majasan (1995), Okonkwo (1997), and Fredriksson (2004), have identified various strategies to enhance teacher motivation.

These strategies include:

- Opportunities for enhancing professional skills and knowledge through development and training
- Participation in decision-making processes
- Guaranteeing optimal working conditions
- Acknowledging the importance of the teaching profession
- Establishing a work atmosphere that is helpful and favourable to productivity
- Ensuring an adequate supply of teaching resources
- Providing financial rewards and scholarships
- Providing assistance for participating in both local and worldwide PD activities.

Reviewing the recent literature some more themes emerged to add to the strategies.

The first strategy was related to the principal. Several studies have shown the significance of principal support and influence in teachers' PD.

For instance, Attsaury et al. (2023) examined a vocational high school's principal's approach to teacher professional development. The data was collected by observation, interviews, and documentation studies. The study showed that an effective principal may enhance teachers' professional competence through regular meetings, motivation, competency-focused training, thorough class monitoring, and addressing learning-related facilities and infrastructure issues. Moreover, according to Amzat (2017), when a principal provides motives for teaching and learning, it significantly increases teachers' understanding of their students' history, hobbies, interests, and other related factors. Supovitz et al.'s (2010) study also found a strong correlation between the leadership of the principal and how it affected teachers' instructional practices in English language teaching (ELT). On the other hand, according to Meister (2010) there is a lack of agreement among teachers on the significance of administrative leadership in their occupation and development. The second strategy was related to colleague support. According to many teachers some of their most influential learning experiences came through interactions with their colleagues. Engaging in mentoring activities, such as partnering teachers to collaborate on specific tasks or participate in specific professional development activities, can provide chances for teachers to motivate themselves (Badri et al., 2016). Park et al., (2007) investigated the impact of colleague influence and reflection on the professional life as well as development of teachers. The research revealed that support was the link between teachers and their colleagues. Teachers contributed several types of assistance such as cooperation, sharing, emotional support and etc. to their colleagues. Nias (2005) stated that a teacher's colleagues are very important to their development because they provide them with peer support, professional growth and impact. Nias (2005) came to the conclusion that individual development usually depends on support from a small

group, which may slow down the growth of the school as a whole. This is because good collaborative ties depend on shared beliefs and values. Grangeat et al. (2007) also found out that having collaborative school partners seems to be a big part of changing teachers' attitudes about teaching and development. The third strategy to enhance teachers' motivation was related to rewards and finance. Arnize (2023) recommended that the government and stakeholders facilitate sustainable development by providing sufficient financial assistance and scholarships for teachers to continuously engage in on-the-job and off-the-job training. Ofojebe (2010) stated that to accomplish quality in education, it is very important to address each motivating factors such as promotion, decent pay, and rewards. The research findings of Rasheed (2016) indicated that salaries and financial rewards are very important motivators for employees in the highly competitive higher education sector.

The studies provided a wide range of strategies that can greatly improve teacher motivation, with a specific focus on the importance of principal support, cooperation with colleagues, and financial incentives. These strategies not only improve teachers' professional development but also create a more favourable and encouraging work atmosphere. However, it is important to understand that the efficacy of these strategies can be different according to the school setting and the different needs of teachers.

2.1.6 Barriers to Teacher Motivation for Professional Development

Even though many teachers prefer updating themselves through PD activities, there are barriers that hinder their participation. An analysis of data from 1,508 secondary teachers in the United States suggested both new and experienced teachers have difficulties when it comes to implementing educational needs, integrating technology, and facilitating personalised learning (Zhang, Shi, & Lin, 2019). Many teachers have expressed concerns over the lack of incentives and volunteer support for PD. This issue

is particularly difficult for experienced teachers, who face financial difficulties, limited promotions, and time limits that go beyond their legal responsibilities. Lack of adequate training and assistance create major barriers. Teachers frequently have a sense of inadequacy in adopting new approaches because they have not received enough formal training (Henderson et al., 2010; AAAS, 2011). Although several programs attempt to offer essential knowledge, their efficacy may be limited by insufficient support from the management (Brownell & Tanner, 2017). In addition, attending educational activities is a time-consuming process that teachers sometimes struggle to find time to attend (Krockover et al., 2002; Miller et al., 2000). Rewards also have a crucial impact. Teachers' willingness to engage in PD declines when there are no financial incentives, reduced teaching responsibilities, or acknowledgement. (Hativa, 1995; Walczyk & Ramsey, 2003). The absence of formal rewards for PD activities increases difficulty to improvements in education (Gibbs&Coffy,2014). The challenges related to institutional support and personal motivation are equally important. Insufficient support from school management, unwillingness to participate in PD, and inadequate understanding of the content in professional development programs are factors that present barrier (Geldenhuis & Oosthuizen, 2015). Teachers can have challenges, for example, limited resources and difficulties in managing the classroom, which hinder the adoption of innovative strategies (Buczynski & Hansen, 2010). Furthermore, teachers' willingness to participate might be influenced by personal factors like their professional identity and beliefs of the necessity of PD (Hew & Hara, 2007). Another study carried out in Abu Dhabi revealed that teachers' perceptions of their PD requirements and the effectiveness of such development were different based on characteristics such as their schools, gender and age (Badri et al., 2016). Public school

teachers often had more impact from PD activities and experienced different difficulties in comparison to their colleagues in private schools. Female educators, on the other hand, stated higher ratings on barriers, emphasising the necessity for more customised PDA.

Joseph et al. (2024) also studied the significance of PD for teachers. The study addresses barriers such as financial restrictions, restricted time, and resistance to change. The writers proposed that the barriers to be overcome by proper financing, customised teaching materials, and ongoing assistance, with a focus on incorporating technology and personalised learning into future professional development programs. To remove these barriers, an extensive plan is needed that includes increasing PD options, providing sufficient time and money to teachers, and implementing effective rewards. By addressing these difficulties, educational institutions may increase their assistance to teachers in their PD, resulting in better methodologies and educational achievements.

2.2 Professional Development

The literature includes terms related to PD, among them teacher development, in-service training, staff development, career development, continuous professional development, continuous education, and lifelong learning (Bolam et al., 2004). PD refers to the ongoing process of enhancing an individual's skills and knowledge in their specific occupation or profession (Villegas, 2003). Teacher development refers to the professional development that teachers go through by getting more experienced and thoroughly evaluating their teaching methods (Glatthorn, 1995). PD includes both scheduled activities, such as attending seminars, in-service trainings and meetings of

colleagues, and unplanned activities, such as reading professional journals or viewing educational films in a certain field (Ganser, 2000).

2.2.1 Definition of Professional Development

PD is a continuous and dynamic process that enables teachers to enhance their professional expertise, skills, and attitudes, with the ultimate aim of enhancing the standard of teaching and boosting student achievements (Güçlü, 2018). It includes a variety of activities, including planned activities like workshops, courses, and seminars, to more casual learning experiences like group discussions, self-analysis, and self-directed study (Richards & Schmidt, 2003; Borg, 2003; Collin, et al., 2012; OECD, 2014). This process is defined by its continuous nature, with a focus on lifelong expansion and the motivation to adjust to new teaching techniques, technology, and barriers to learning (Day, 1999; Fraser et al., 2007).

The core of PD is in its capacity to help teachers to carefully analyse their work, discover new ideas, and put this knowledge in their educational settings. Furthermore, PD is crucial in fostering teachers' dedication to the moral and ethical aspects of teaching, strengthening their position as facilitators for transformation inside the school system (Day, 1999). PD has the objective of not only improving one's own development, but also increasing cooperation inside schools and universities (Bayar, 2013). PD promotes a culture of continuous development among teachers by promoting collaboration, sharing of best practices, and mutual learning. This helps both teachers and students (Bredeson, 2002; Lowden, 2005).

Professional development is widely seen as an essential means of improving the overall efficacy of the school system. By devoting funds to facilitate the continuous PD of teachers, schools and educational systems may ensure that teachers possess the

necessary skills to deliver exceptional teaching that caters to the always evolving requirements of students. (Payne & Wolfson, 2000; OECD, 2009). This approach is essential for achieving educational excellence by creating an ideal environment for the improvement and achievement of students as well as teachers (Elman et al., 2005; Padwad & Dixit, 2011).

2.2.2 Types of Professional Development Activities

It is typical to divide the process of training teachers into two main types: pre-service teacher training and in-service teacher training. Calderhead et al. (1997) described three models of pre-service training for teachers by observing in multiple countries. Each model focusses on different components of the process of learning to teach (Villegas-Reimers, 2003). The Enculturation Model focusses on the process by which in experienced teachers integrate into the professional teaching culture. The organisational structure, resources, and values of schools have a significant impact on teachers, often dominating the knowledge they acquired in their teacher training programs. Inexperienced teachers frequently come across the expectation of adapting to their institution's customs, potentially causing them to ignore their original instruction. The Technical Model focusses on the specific knowledge and abilities that teachers need to successfully manage a classroom. At first, the focus was mostly on micro-teaching and classroom management. Apart from that, it now has an awareness of pedagogical subject knowledge, which refers to the teaching methodologies, curriculum, and child development knowledge that experienced teachers have and that in experienced teachers must acquire. The Teaching as a Moral Endeavour Model is focused on the ethical obligations of teaching, including the provision of care for students, equipping them for their future roles in society, and developing healthy relationships.

There are many other models of pre-service training that were proposed by scholars however this review only focused on the previously mentioned ones. Although pre-service is very effective it cannot keep up with the evolving needs of education. As the sector of education evolves, it becomes apparent that the current curriculum is insufficient in meeting present needs. In order to guarantee that new teachers are sufficiently trained, it is important to consistently update and modify courses, integrating fresh ways to teaching. Regular updates are essential to provide future teachers with updated skills and useful knowledge to avoid the future generation from experiencing difficulty.

The field of PD has attracted growing international attention, resulting in a wide range of in-service trainings that are constantly expanding and being done in various ways (Kennedy, 2005). The studies give a wide range of examples of several forms of in-service activities, each addressing distinct areas of teachers' professional development (Boyle et al., 2004; Goodall et al., 2005). The main activities consist of workshops, which can be conducted either at the school or at a different location, and are led by outside experts or school staff. These workshops usually concentrate on certain policies or challenges related to subject matter development (Goodall et al., 2005). The workshops can be organised either as a one-time event or as a series of sessions. PD sometimes takes the form of study groups, where teachers participate in collaborative debates, as well as mentorship, when experienced teachers offer help to in experienced teachers or colleagues. Coaching, which often is a tailored guidance from an experienced teacher during which schools closed for more intensive PD activities are also different types of it. Another significant PD activity is research in which teachers engage in research inside or outside schools, and networks that promote interaction among teachers to exchange ideas and

discuss subjects, either in a formal or informal form (Goodall et al., 2005). Colleagues' observation, practice sharing, online courses, conferences, assignments, and school/university collaborations are identified as different types of PD activities (Bayar,2013). In addition, PD involves many structured methods of development, including qualification programs, visits to other schools for observation, participation in teacher networks, conducting individual or collaborative research, and engaging in mentoring or peer observation within formal school settings (OECD, 2009). Informal peer conversation, experiential learning, and the use of technology are extra approaches that improve teachers' PD (OISE, 2006).

Furthermore, PD includes job-embedded activities such as professional learning communities, workshops, seminars, and conferences. Significant contributions are made to educational systems, school-based professional development, and engagement in syllabus and curriculum development (Soe et al.,2020). Additional forms include preparing for involvement in nationwide and regional evaluations, directing school-based projects, guiding pre-service or novice teachers, conducting professional study or action research, and taking part in online educational activities (Teachers Registration Board of Tasmania, n.d.). Many models mentioned reflected the complex and diverse character of PD, showing the importance of adapting PD to meet the changing needs of teachers and the developing demands of the education system.

2.2.3 Theories Related to Professional Development

There are many theories proposed by scholars to explain the core of professional development, however, this review would only focus on the three most important theories: Adult Learning Theory (Andragogy), Rubenson's Recruitment Paradigm and

Darckenwald & Merriam's Psychosocial Interaction Model. These theories describe various aspects of adult engagement in educational activities.

Knowles (1980) made an important contribution to the subject of adult education by promoting the idea of adult learning (andragogy), which he described as "the art and science of supporting adults in learning." This approach differs from pedagogy, which refers to the "art and science of teaching children," and focusses on the characteristics of adult learners (Knowles, 1980). However, before he proposed his theory, there were many influential studies done to inspire him. The first studies on adult learning, carried out by Thorndike, Bregman, Tilton, and Woodyard's (1928). They explored the process of adult learning by analysing their performance in different tasks and memory exercises (Merriam,2001). According to Merriam (2001), adult teachers mostly used psychology and educational psychology to learn about adult learning until the mid-20th century. Knowles (1980) improved his theory and set a number of fundamental principles regarding adult learners, which serve as the foundation of andragogy (TEAL, 2011).

As adults age, they shift from relying on others to becoming more self-directed, assuming responsibility for their individual learning. Adults use their life experiences as a valuable source for acquiring knowledge and skills. Adults show an increased willingness to participate in the learning process when they face a shift into different social or life responsibilities (Alforad,2013). Adults have a preference for problem-centered learning, which involves rapid use of newly acquired knowledge to address real-world problems (Knowles,1984). According to Knowles (1980), adults are mostly driven by internal motivations rather than external factors. These assumptions have real effects on adult education. According to Knowles (1984), it is recommended that adult teachers develop a collaborative learning atmosphere, evaluate the needs of the

students, and design goals and tasks that are adapted to meet these needs. It is important for educators to engage in collaborative efforts with students in order to select appropriate teaching techniques and resources (Alforad, 2013). They should also consistently assess the learning experience and make any necessary changes. In addition, Knowles (1984) contended that successful training for adults includes clarifying the importance of the activity, promoting experiential learning, and solving practical issues.

The Psychosocial Interaction Model developed by Darkenwald and Merriam (1982) provides a sociological insight on how adults engage in learning activities. This theory differentiates from entirely psychological models by situating adult participation within a wider social framework. It emphasises the significance of both internal motivations, such as personal motivation, and external factors, such as socioeconomic status, in influencing an individual's involvement in the learning process (Darkenwald & Merriam, 1982). One important idea in this theory is the concept of "learning press," which describes how the social environment affects an individual's perceived necessity for more education (Bayar, 2018). Learning press may promote positive attitudes and beliefs that prioritise the importance of continuing education for adults, which increases the possibility of their engagement (Wikelund, et al., 1992). The Psychosocial Interaction Model is extremely helpful for examining the impact of socioeconomic factors, such as income, education level, and social position, on teachers' engagement in professional development (Bayar, 2018). By focusing on these factors, teachers can deal with the challenges that hinder them from participating in ongoing professional development and provide nurturing settings that encourages learning.

Rubenson's Recruitment Paradigm is a cognitive model that studies how individuals make decisions about whether or not to engage in adult education. The expectancy-value method, often known as this theory, highlights the significance of personal and environmental factors in shaping an adult's choice to participate in learning activities (Rubenson, 1977). The Recruitment Paradigm includes a review of the factors that motivate adults to participate and the barriers that hinder their participation. This paradigm offers an in-depth description of the behaviours demonstrated by adult learners (Bayar,2013). The personal factors in this paradigm include factors such as prior experience, personality qualities, and individual needs. Environmental factors refer to factors such as the social structure, norms, and values of influential individuals, as well as the presence of educational opportunities (Rubenson, 1977). The relationship between personal and environmental factors defines an adult's perception of the worth of a learning activity and their belief in their ability to attend and benefit from it (Bayar,2013). Within the context of teacher professional development, the Recruitment Paradigm can be used to study how individual factors, such as a teacher's prior experiences with professional development, and external factors, such as support from school leadership, relate to their choice to attend in PD activities. Realising the importance of all of these factors may help policymakers and teachers in establishing environments that boost teachers' motivation to actively participate in PD activities.

The Adult Learning Theory appeared appropriate as a framework as it explores the motivation and engagement of adults, including teachers, in their search of learning and professional growth. The theory emphasises the significance of self-directed learning, the value of hands-on training, the willingness to acquire knowledge, and the necessity for learning to be beneficial and useful to their careers. Given that this study

focused on the motivation of teachers to engage in professional development, this theory is very suitable with comprehending teachers' motives and determining the most efficient ways of supporting them. Rubenson's Recruitment Paradigm is also appropriate for this study since it explains how personal and environmental factors affect people's participation in PDA. The theory concentrates on the perception of learning value and the capacity for participation among people, which relates closely with the study's examination of both internal and external factors that affect teachers' motivation in North Cyprus.

2.2.4 Barriers that Prevent Teachers to Attend Professional Development Activities

The literature actively explores the subject of barriers that stop adult learning, with researchers providing different opinions on what qualifies as a barrier and how it affects engagement in learning. Silva et al. (1998) studied various interpretations of barriers in adult learning, indicating that barriers might be elements that decrease the frequency or degree of involvement rather than entirely block it. Reed and Marsden (1980) define barriers as variables that reduce participation without completely ignoring it. There are also different types of barriers that hinder participation. Situational Barriers refer to personal situations and environmental factors that hinder or block participation. Darkenwald and Merriam (1982) categorise typical situational barriers as time constraints, financial constraints, household obligations, work obligations, transportation limitations, and remoteness. MacKeracher et al. (2006) extend their list to include the absence of assistance from partners or employers, reduced energy, and communication challenges arising from sensory disorders. Institutional barriers refer to the administrative and policy-related barriers that impact the ability to access and participate in PD activities (Ngidi, 2014).

MacKeracher et al. (2006), characterises these barriers as being caused by the design and implementation of educational programs, including insufficient childcare services, expensive tuition fees, and unfavourable attitudes shown by school management. Darkenwald and Merriam (1982) also address the challenges of remote venues and unsuitable scheduling as institutional barriers. Academic barriers refer to basic abilities necessary for effective learning, including reading, mathematics, and logical thinking (Ngidi,2014). According to Darkenwald and Merriam (1982), previous educational experiences have an impact on the level of participation in adult learning. Informational barriers occur when institutions fail to effectively share learning possibilities. According to Darkenwald and Merriam (1982), those with limited resources frequently have little information regarding PD activities. The authors also added that certain adults can choose to stay away from actively seeking out accessible information, therefore limiting their engagement. Dispositional barriers deal with the attitudes and beliefs people have towards learning (Ngidi,2014). MacKeracher et al. (2006) and Scanlan (1986) examine obstacles such as low self-confidence, experienced inadequate or lack of worth of education, and negative previous academic experiences. Psychosocial barriers deal with the ideas, values, and attitudes that people have towards education and their own abilities as a learner (Ngidi,2014). Darkenwald and Merriam (1982) classify these barriers into two categories: those associated with educational institutions and those associated with the individual. They believe that the barriers are influenced by negative opinions about school and themselves being a student, as well as economic and social problems (Ngidi,2014).

It is essential to recognise these barriers that adults face when it comes to learning, such as situational, institutional, academic, informational, dispositional, and

psychological factors. Solving these problems is vital for creating adult education programs that are successful. This research tries to show the significance of solving these barriers in order to raise participation rates and improve learning outcomes for teachers.

2.2.5 Relationship between Teacher Motivation and Professional Development

The more a teacher is motivated to teach, the better the students will learn. In the past there were very little emphasis on teacher motivation. Most of the studies were based on how to improve student motivation or what motivates students to learn better. Nowadays it is obvious that student outcomes are directly related to teachers' motivation and experience. Research on teacher self-efficacy, such as the studies conducted by Woolfolk Hoy et al. (2005) and Tschannen-Moran et al. (2007) and has significantly advanced the understanding of teachers' motivation towards their work. According to Dörnyei & Ushioda (2001) motivation refers to the direction and intensity of human action. Thus, motivation is the driving force behind an individual's actions, influencing their duration, intensity, and level of effort. Sinclair (2008) also claimed that the factors influencing individuals' attraction to teaching, their duration in initial teacher education courses, and their future engagement with both the PDA and the teaching profession are of great importance (p. 37). Dörnyei and Ushioda (2011) stated that teacher motivation may be understood in terms of two dimensions, such as: willingness to engage in teaching and the desire to remain in the profession. de Jesus and Lens (2005) argue that in-service teacher motivation research is important since it contributes to improving student motivation, promoting educational change, and fulfilling teachers themselves. For example, Zhand et al. (2021) carried out a study and claimed that continuous PD programs succeed because teachers are motivated to learn. Their study examined how personal factors and school environment affect

teachers' willingness to participate in PDA. 472 Chinese teachers filled the questionnaire. The results showed that teachers' previous involvement with PDA, experience in teaching, self-efficacy, and school environment like stress, colleague support, and principal influence motivated them to engage in PDA.

The motivation to participate in PD activities is affected by several factors that connect with the motivation theories previously reviewed. For example, teachers with strong intrinsic motivation are more willing to participate in PD activities because they are motivated by a desire to develop their teaching abilities. When the views of teachers are acknowledged, especially in relation to PDA, it may significantly increase their motivation to actively participate in those activities (Alghmadi,2019). He also indicated that PD should be based on the particular instructional needs that teachers themselves have determined. The topic of PDA can significantly influence teacher motivation to participate in the courses. Adu et al. (2014) further confirmed that teachers are more likely to be motivated to participate in PDA when the information is applicable to their needs and intended to satisfy their professional objectives. Both motivation and PD are affected by similar barriers, such as limited time availability and inadequate help. To overcome these barriers, it is necessary to establish a comprehensive strategy that takes into account the motivating of factors as well as the organisational difficulties related to holding successful PD activities. Despite its relevance, several PDA have failed because the teachers were not motivated to do so (Hill, 2015; Rzejak et al., 2014).

2.3 Summary

This section was divided into two main parts which were related to motivation and professional development. Teacher motivation is an essential component in improving

the quality of education, which is affected by a combination of both internal and external factors. Teachers that are motivated have the necessary skills to effectively adjust to new teaching methodologies and manage educational barriers, eventually resulting in positive outcomes for the educational system.

To improve the motivation of teachers many strategies were mentioned such as providing more opportunities, principal support, colleague influence and financial support. Despite the benefits, certain barriers stop teachers from participating in PD. For example, teachers struggle to find time, there is lack of support and resources, insufficient training, management support, some personal factors affect participation in PD activities. Teacher professional development includes two types to improve the abilities and knowledge of teachers. This includes; pre-service training and in-service training. Adult Learning Theory (Andragogy), Rubenson's Recruitment Paradigm, and the Psychosocial Interaction Model tried to explain adult education and professional development. On the other hand, PD benefits teachers, yet barriers such as situational, institutional, academic. dispositional and psychosocial factors prevent their participation.

Chapter 3

METHODOLOGY

This chapter gives the details on the research design, the context and participants involved. Furthermore, comprehensive information will be given on the instruments utilised, the technique for collecting data, the analysis of the data, and issues regarding reliability and validity.

3.1 Research Design

The research aimed to investigate the effect of internal and external factors on English language teachers' engagement in PDA at public schools in North Cyprus. To achieve this, a mixed-method approach was employed. Tashakkori and Creswell (2007) describe the mixed method approach as a research methodology that involves collecting and analysing data using methods that are qualitative as well as quantitative, combining the results, and drawing conclusions. In particular, it employed a sequential explanatory design which begins with a quantitative phase and ends with a qualitative phase. By using mixed-method research this research tried to investigate deeper on the issue.

In this research, the quantitative method was used to gather data to examine the internal and external factors affecting motivation of English language teachers to attend PDA. For this purpose, semi structured interviews were used to gather rich and in-depth data regarding the factors.

3.2 Context of the Study

The structure, curriculum, and professional development of teachers in public schools in Cyprus have been greatly affected by the significant historical changes. Major educational reforms occurred during the Republic Period (1960-1983), following Cyprus's independence. The conflicts between Greek and Turkish Cypriots had a significant effect on the educational environment, resulting in the establishment of separate educational systems. During this period, the British educational tradition, which involved instruction in English, was kept through the establishment of Turkish-run English schools (Feridun, 2011; Behcet, 1969). The Turkish Republic of Northern Cyprus was established in 1983, marking the beginning of the current era in North Cyprus (1983-present). The Teacher's Act of 1985 was a critical development during this period, as it required specific qualifications for prospective teachers, such as relevant diplomas and pedagogical training (Ministry of National Education and Culture, 2022). This legislation remains in force at present. English-medium secondary schools and high schools, which originated during the British time, continue to be widespread in Northern Cyprus. The Ministry of Education's 2022 report stated that there were a total of 5627 teachers working in schools in North Cyprus (Ministry of National Education and Culture, 2022). Out of the total number reported, 4,335 were employed in state schools, while 1409 were employed in private schools. The current educational environment in Northern Cyprus has been greatly impacted by these historical processes, which have played a crucial role in establishing the structure, curriculum, and qualifications of teachers in public schools today. This study was conducted at public secondary and high schools located in North Cyprus. Data was collected by engaging volunteer English language teachers from three major districts: Nicosia, Famagusta, and Iskele. The impact of past educational

reforms and the Teacher's Act of 1985 is clearly seen in these districts, where the teaching of English remains of utmost importance. The professional development and motivation of English language teachers in public schools have probably been influenced by these historical developments, which have shaped the present educational setting.

3.3 Research Questions

This study attempted to answer the following questions:

1. What is the relationship between English language teachers' internal factors (e.g., attitudes, self-efficacy) and their participation in PD activities?
2. Do external factors (e.g., time constraints, funding, principal and colleague influence, school culture) correlate with English language teachers' engagement in PD?

3.4 Participants of the Study

The participants of the study were teachers of English who were currently employed by public secondary and high schools in North Cyprus. Convenience sampling, which was selecting those who are nearby persons to act as participants until the desired number of participants was achieved or those who were accessible and available at the moment was used to select the participants (Cohen et al., 2011). They had a wide range of demographic characteristics, such as age, gender, teaching experience, educational degrees, and geographical region.

The quantitative data came from a survey completed by 108 English language teachers who worked at public secondary and high schools in different districts in North Cyprus. The selection criteria involved present employment as an English language

teacher in public secondary and high schools and willingness to take part in the study.

Table 1.1 shows the demographic details of the participants.

Table 1.1: Demographic Information of the Participants: The Survey

	Level	Count	Percentage
Gender	Male	18	16.7
	Female	90	83.3
Age	Under 25	11	10.2
	25 to 29	19	17.6
	30 to 39	38	35.2
	40 to 49	29	26.9
	50 to 59	11	10.2
	60 to 69	11	10.2
Years of Experience	1-2 years	10	9.3
	3-5 years	19	17.6
	6-10 years	13	12.0
	11-15 years	27	25.0
	16-20 years	15	13.9
	21-25 years	15	13.9
	More than 20 years	24	22.2
Educational Degree	Bachelor's degree	67	62.0
	Master's degree	39	36.1
	Doctorate degree	2	1.9
District of Workplace	Famagusta	44	40.7
	Iskele (Trikomo)	35	32.4
	Nicosia	29	26.9

The participants were grouped for gender, age, years of experience, educational degree, and district of workplace. Regarding age dimension, the youngest age group was “Under 25” and the oldest was “50 to 59”. As for years of experience, the study starts with 1-2 years of experience and finishes with more than 20 years. For the next dimension, the participants were grouped into three: bachelor’s, master’s and doctorate. For the last category, district of workplace, was in focus. The study involved the three major districts of Nicosia, Famagusta, and Iskele (Trikomo).

In total, 108 secondary school English language teachers participated in the online survey. As shown in Table 1. 1, the gender profile revealed an important dominance of female participants, totalling 83.3% (90 out of 108), while male participants totalled 16.7% (18 out of 108). Female dominance in ELT is a common trend in many studies (Al-khresheh, 2024; Meirovitz, Russak, & Zur, 2022; Rets, Astruc, Coughlan, & Stickler, 2022; Calafato, 2021; Sadeghi & Richards, 2021). In terms of age distribution, the participants were divided into several age categories and the range is between under 25 and 59 ($M=36.68$). The largest group consisted of participants between the ages of 30 and 39, accounting for 35.2% with 38 participants. The age group of 40 to 49 formed 26.9% of the participants, with a total of 29 individuals. On the other hand, a total of 19 participants, or 17.6% of the total, were between the ages of 25 and 29. Lastly, both the age categories "Under 25" and "50 to 59" each represented 10.2% of the participants, with 11 participants in each category. Among the participants, 24 individuals, which makes up 22.2% of the total, had more than 20 years of experience, making them the most experienced group. The group consisting of those with 11-15 years of experience came next, making up 25.0% (27 participants). Participants who had 16-20 years of experience totalled 13.9% (15 participants), while those with 6-10 years consisted of 12.0% (13 participants). Additionally, those with 3-5 years of experience made up 17.6% (19 participants), while those having between one and two years of experience totalled 9.3% (10 individuals).

As shown in Table 1.1, the majority of participants, specifically 62.0% or 67 individuals, had a Bachelor's degree in terms of their educational qualifications. The number of participants with a Master's degree was 36.1%, which made up 39 participants, which is similar to the number of teachers with a master's degree in Shah

(2023)'s study. A small percentage, which is 1.9%, had a Doctorate degree, consisting of just 2 participants. For the last category; the district of workplace, the distribution revealed that the most significant group of participants were employed in Famagusta which is the second most populated district in North Cyprus (Geo-Ref, 2024) totalling 40.7% (44 participants). Iskele had a participation rate of 32.4% with 35 participants, while Nicosia which is the largest district had a participation rate of 26.9% with 29 participants.

The semi-structured interview, which was used to collect qualitative data, was completed by 15 English language teachers who worked at public secondary and high schools from different districts in North Cyprus. The selection criteria are; presently employed as an English language teacher in public secondary and high schools and willing to take part in the study. Table 1.2 shows the demographic details of the participants.

Table 1.2: Demographic Information of the Participants: Semi-Structured Interview

	Level	Count	Percentage
Gender	Male	2	86.67
	Female	13	13.33
Age	Under 25	0	0
	25 to 29	2	13.33
	30 to 39	5	33.33
	40 to 49	5	33.33
	50 to 59	3	20
	60 and above	0	0
Years of Experience	5+ years	2	13.33
	10+ years	2	13.33
	15+ years	6	40
	20+ years	5	33.33
Educational Degree	Bachelor's degree	5	33.33
	Master's degree	10	66.67
District of Workplace	Nicosia	5	33.33
	Famagusta	5	33.33

As shown in Table 1.2 the gender distribution has an imbalance, with a significant majority of the participants being female. More precisely, out of the total participants, 13 people (86.67%) were female, while just 2 people (13.33%) were male. The participants' age distribution showed variation, with a significant majority seen within the 30-49 age range, suggesting that mid-career teachers make up the majority of the group being studied. There were no other participants aged below 25 or above 59. The participants' teaching experience varied greatly, with a considerable number having years of experience. The majority of participants (73.33%) had over 15 years of teaching experience, indicating that the study mostly involved on experienced teachers. The study found that a significant proportion of the participants (66.67%) had a Master's degree, showing that the teachers involved had achieved a high level of education. Out of all the participants, just 33.33% held a Bachelor's degree, and none of them had a Doctorate degree. The participants were evenly divided among three districts in North Cyprus: 5 participants from Nicosia, 5 from Famagusta, and 5 from Iskele. The participants were spread equally throughout the three cities, ensuring a fair and equal representation of teachers from various districts within North Cyprus.

3.5 Data Collection Instruments

The research involved collecting both quantitative and qualitative data, specifically using a survey and a semi-structured interview. Each data collection instrument is detailed more thoroughly below.

3.5.1 The Survey

A survey was considered to be the most suitable method for gathering the primary data of the study, as it enables the collection of structured and numerical data that is easily

analyzed (Cohen et al., 2011). The survey used in this study was created by Bayar (2013). The researcher personally devised the survey in order to gather data for his study. The survey employed a 5-point Likert scale ranging from strongly disagree to strongly agree. The evaluation examines teachers' experiences and attitudes through the use of closed-ended questions and Likert-scale-style responses. A teacher questionnaire was used to evaluate the internal and external factors that affect teachers' engagement in PDA. The survey is based on the theoretical concepts and components available in the literature. The questionnaire has roots in three prominent theories of adult participatory behaviour: Fishbein and Ajzen's Theory of Reasoned Action (1975), Rubenson's Recruitment Paradigm (1977), and Darkenwald and Merriam's Psychosocial Interaction Model (1982), among other significant research findings.

To assess internal factors, the researcher developed two measures based on theoretical concepts taken from current literature. The measures assess two aspects: 1) teachers' perspectives on PD programmes, and 2) teachers' belief in their own effectiveness. For example, an item can ask to what extent a teacher acknowledges the benefits of PDA to improve teaching skills. Teachers' self-efficacy also impacts their involvement in PDA.

The researcher developed five metrics, using theoretical concepts from the literature, to evaluate external variables. The scales are listed below: The five factors that have a significant impact on PD are : 1) the amount of time available, 2) funding, 3) principal influence, 4) the impact of colleagues and 5) the overall culture and environment of the school. The 'time' scale examines the impact of teachers' personal and work-related obligations on their involvement in PDA, with a particular focus on how family responsibilities may affect their participation. The 'funding' scale examines the

influence of financial aspects, such as the availability of additional payments on engagement in PD. The measure of 'principal influence' examines the relationship between the actions of principals and the participation of teachers in PD, particularly the impact of principals' support. The measure on 'colleagues' influence' examines how the actions of other teachers affect their engagement in PD, with a special focus on how colleagues' encouragement impacts participation. The 'school culture' measure examines the influence of the whole school environment, which includes shared values on teachers' involvement in PDA.

3.5.2 The Semi-structured Interview

Due to the flexibility of interviews as a data collection instrument, the current study used both the survey and interviews as a means of gathering participant information. A semi-structured interview is a highly effective method for collecting open-ended data (DeJonckheere & Vaughn, 2019). According to Cohen et al. (2011), interviews make it possible to make use of a variety of sensory channels, such as verbal and non-verbal communication, along with audio data. In order to validate and elaborate upon the first results that came from the earlier data, the interviews were carried out. Furthermore, the interviews were conducted with the purpose of investigating findings that could not be achieved by the use of quantitative data.

In addition to the qualitative data that was collected via the use of surveys, the semi-structured interviews were carried out with fifteen English language teachers who were employed by different public schools. The interview questions were designed in collaboration with the research supervisor, and they were validated through a process that involved the participation of another expert in the field of education. The

questions were put together with the intention of eliciting detailed responses that showed various details of the experiences of teachers about PD.

Internal factors involve questions that centre around the internal motivations of teachers, such as their attitudes towards their PD and their self-efficacy in addressing challenges linked to student learning. Understanding these aspects helps identify personal motivations and barriers that affect participation in PD. Questions involving external factors examine the practical and contextual variables that affect engagement in PD. These variables include challenges in time management, constraints in financial resources, and the degree of support from the principal and colleagues. Moreover, this study investigates the influence of school culture on fostering a supportive environment that encourages ongoing PD. During the interviews, the teachers were advised to reveal their opinions and previous experiences, in order to provide important qualitative data that enhance the understanding of the quantitative findings. The semi-structured nature of the interviews allows for a deeper exploration of the important problems raised by the participants.

3.6 Data Collection Procedures

Before conducting the survey and the interview, they were evaluated and approved by the Ethics Committee of the Eastern Mediterranean University in April 2024. After obtaining approval from the Ethics Committee (Appendix 1), the researcher submitted an application to the Ministry of Education in order to get the necessary approval (Appendix 2) for conducting the research in secondary public schools based in Nicosia, Famagusta, and Iskele. The procedure was completed by the end of April 2024.

After obtaining the necessary authorizations, the researcher started the process of establishing a connection to the target population. This involved reaching out to the principals of the schools in three different districts. The researcher individually contacted each principal or, in certain schools, the teachers themselves to acquire their explicit approval for the online survey designed for English teachers. The study's objectives, the importance of teacher participation, and the confidentiality of their responses were clearly explained to guarantee transparency and develop trust. Furthermore, the researcher emphasised that the findings may potentially benefit the teachers by providing useful insights into their needs and methods for PD. The researcher carried on to send the consent forms and provide a link to the online survey. The consent form included a detailed explanation of the study's goal, the importance of their participation, and assurances of confidentiality. One week later, the researcher sent another message to both the principals and teachers, reminding those who had not yet completed the survey to do so. The objective of this follow-up was to increase response rates and ensure the collection of a richer data set for the study.

For the interview, the researcher contacted teachers who were willing to volunteer from each district to participate. Invitations were extended to teachers who were willing to offer their opinions and knowledge on PD. The researcher emphasised the voluntary nature of participation and provided reassurance to possible participants on the confidentiality and importance of their contributions to the study. The researcher aimed to bring together a diverse group of volunteer teachers from other districts to support the qualitative data and acquire a more thorough understanding of the factors that influence teachers' motivation for PDA in North Cyprus. All the interviews were done by the researcher online either via Zoom or WhatsApp. The researcher recorded

and transcribed a total of 15 interviews. There were 5 participants from Nicosia, 5 from Famagusta, and 5 from Iskele districts.

3.7 Data Analysis

The research employed a mixed methodology, involving the analysis of both quantitative and qualitative data. To guarantee the validity and reliability of a study, it is crucial to establish its efficacy and credibility. Cohen et al. (2011) highlight the significance of validity as a crucial element in successful research, while asserting that dependability is a prerequisite for validity. A dependable tool effectively captures the topics being studied, thereby generating important and practical data. Reliability, on the other hand, pertains to the steadfastness and uniformity of the study findings. If a study has been replicated using a comparable sample of individuals under same settings and produces consistent findings, the research can be considered reputable (Cohen et al., 2011). A study is considered dependable when its findings can be replicated and remain consistent throughout time, hence enhancing the trustworthiness of the research outcomes. The study used statistical tests in SPSS, ensuring both reliability and validity, which are crucial for producing accurate and relevant research findings. The survey's reliability was evaluated by internal consistency metrics. Cronbach's alpha was calculated for each scale to verify the items' consistent measurement of the same underlying concept. A Cronbach's alpha score over 0.70 for all scales shows a significant level of internal consistency. The quantitative data were analysed using SPSS 20.0 (Statistical Package for Social Sciences). The items' internal consistency was assessed using Cronbach's alpha coefficients. The Pearson correlation coefficients were calculated to examine the associations among several factors, including attitudes, self-efficacy, time constraints, funding, principal support,

colleague influence, and school environment. A regression analysis was conducted to examine the impact of internal and external factors on teachers' participation in PDA.

The qualitative data included of 15 interviews performed with English teachers in public schools. The interview questions were designed after a deep review of the recent literature on teachers' motivation for in-service training. This guarantees that the questions included the most frequent internal and external factors that affect motivation. In addition, experts in the field examined the interview questions to guarantee its accuracy and meaningfulness. Firstly, the questions were designed based on the themes identified in the survey to go further into specific aspects and get more perspectives. The supervisor's expertise and insights as an expert improved the interview framework by including additional issues and perspectives. Another education specialist was engaged in verifying the interview questions. Their subject knowledge and experience were crucial in ensuring that the questions were relevant, accurate and linked with the research objectives.

As part of the initial phase of the qualitative analysis, the interviews were transcribed using TurboScribe, an application that significantly sped the process. Nevertheless, as it was unable to transcribe every spoken word, the researcher personally listened to and corrected the transcriptions later. Subsequently, the researcher employed NVIVO (Version 14) to systematically categorise and analyse the concepts expressed by the participants. The researcher used it to arrange a chart that would be included in the results chapter, displaying the codes and themes derived from the interviews.

3.8 Summary

At the beginning of this chapter a comprehensive description of the study's design was presented. Then, a comprehensive overview of the research's context was provided. After that, further information was shared on the participants who took part in this study. Next, an in-depth description of the instruments used for data collection, including the survey and semi-structured interviews were given. Afterwards, procedures for gathering the data were shared. The chapter ended with a review of data analysis. The results of the study will be described in the upcoming chapter.

Chapter 4

RESULTS

The aim of the study was to investigate the factors that affect English language teachers in North Cyprus to attend PDA. This chapter presents the findings of the study based on the data that was gathered over the course of the research. Accordingly, the study's results are given in two sections, the first section discusses the quantitative findings of the research while the second section describes the qualitative findings of the study.

4.1 Quantitative Findings of the Research

The data gathered from the survey, which consisted of 36 items in addition to demographic information such as age, gender, experience, educational degree, and district of workplace, were analysed using SPSS 20.0 (Statistical Package for Social Sciences). The survey included a 5-point Likert scale that extended from strongly disagree to strongly agree. The internal consistency of the items was evaluated using Cronbach's alpha coefficients. The Pearson correlation coefficients were calculated to investigate the links between several variables, such as attitudes, self-efficacy, time restrictions, funds, principal support, colleague influence and school environment. A regression analysis was applied to study the effect of internal and external factors on teachers' engagement in PDA. Figure 3.1 illustrates the data analysis structure of the quantitative data according to the internal and external factors.

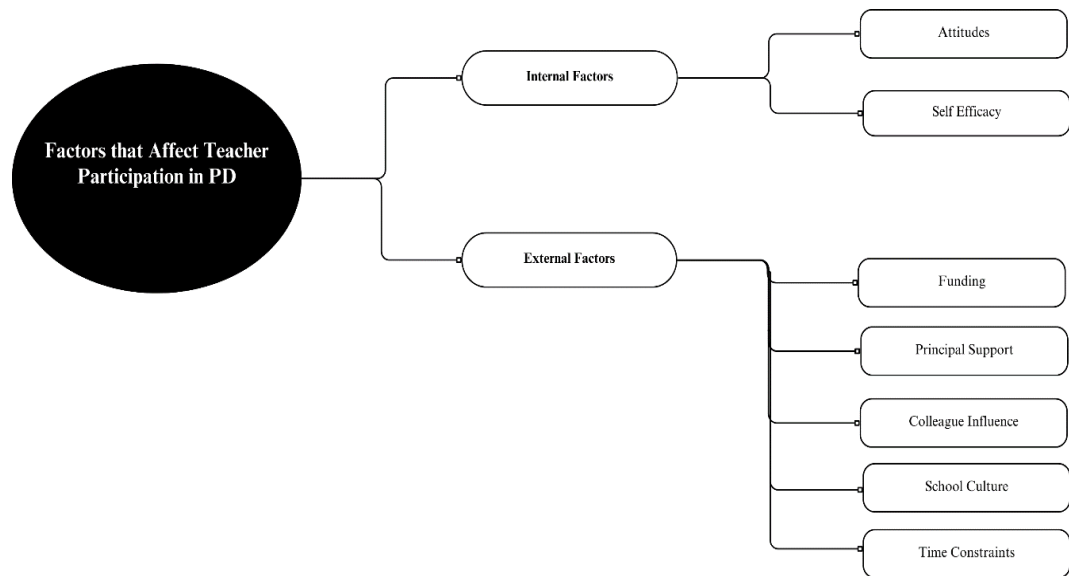


Figure 3.1: Factors Affecting Teacher Participation in PD (Bayar, 2013)

Cronbach's alpha values have been calculated for each item group to assess the reliability of the survey items. Cronbach's alpha is a statistical measure that evaluates the extent of internal consistency among a set of items, indicating the strength of their interrelationships. A strong Cronbach's alpha signifies that the items effectively measure the same underlying idea. The current study provides the alpha coefficients for each item group.

Teachers' attitudes towards PD were measured by using 6 items from "Teachers' Participation in Professional Development Programs Survey" developed by Bayar (2013). An example item is "*Participating in professional development activities makes me feel better about myself.*" In this study the Cronbach Alpha value was 0.89 which shows a high level of consistency among the participants' responses. Teachers' self-efficacy was measured by using 5 items from the same instrument (Bayar, 2013). An example item includes: "*I am already a good teacher.*" The Cronbach Alpha value was 0.85 which shows that the items on the scale have a strong correlation. Time

constraints were measured by 5 items from the same instrument (Bayar, 2013). When included all the items related to the time variable, Cronbach Alpha was 0.21. In order to improve reliability, item 1 which is “*The available professional development activities are scheduled at convenient times.*” is deleted. After the elimination, reliability improved to 0.60 which is questionable but not bad. Funding was measured by 5 items from Bayar (2013)’s scale. When included all the items related to funding, Cronbach Alpha was 0.63. In order to improve reliability, item 7 which is “*Salary supplements would encourage me to participate in professional development activities.*” is deleted. After the elimination, reliability improved to 0.75 which is acceptable. For this variable 5 items from Bayar (2013) were used. Participants evaluated such sentences: “*My principal encourages me to participate in professional development activities.*” The Cronbach Alpha was 0.79 which is considered as acceptable. For this variable 5 items from “Teachers’ Participation in Professional Development Programs Survey” (Bayar,2013) were taken. One of the statements participants considered was: “*My colleagues and I share common values related to professional development activities.*” The Cronbach Alpha was 0.88 which is considered as good. To measure school culture 5 items from the same survey were used (Bayar,2013). One of the statements participants responded to is: “*The staff in my school collaborate often to improve student learning.*” The Cronbach Alpha was 0.88 which is considered as good.

The following table, Table 1.3 illustrates the Pearson correlation coefficients for a range of parameters, including attitudes, efficacy, time, financing, principal support, colleague support, school environment, and PD.

Table 1.3: Pearson Correlations

	Attitud es	Efficacy	Time	Funding	Principal Support	Colleagues	School Culture	Development
Attitudes	1	.447**	-.182	-.159	.298**	.293**	.286	.594**
Efficacy	.447**	1	.109	-.019	.010	.245*	.185	.521**
Time	-.182	.109	1	.305**	-.051	.025	.156	.268**
Funding	-.159	-.019	.305**	1	-.233*	-.092	.020	.204*
Principal Support	.298**	.010	-.051	-.233*	1	.323**	.501	.530**
Colleagues	.293**	.245*	.025	-.092	.323**	1	.621	.700**
School Culture	.286**	.185	.156	.020	.501**	.621**	1	.786**
Development	.594**	.521**	.268	.204*	.530**	.700**	.786	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Attitudes towards work reveal several connections to other variables, demonstrating their significant influence. The efficacy (0.447) is positively associated with attitudes. Teachers who maintain a good attitude towards their profession are more likely to have a sense of efficacy, indicating that a positive attitude may strengthen their confidence in their teaching capabilities. Additionally, there is a positive correlation between attitude and principal support (0.298). Principals who provide support to their

teachers may help to develop good attitudes in teachers by demonstrating the significance of supportive and caring leadership. Colleague support has a positive correlation of 0.293. A supportive colleague enhances positive attitudes, emphasizing the significance of collaboration in creating a positive work environment. The school environment has a positive correlation of 0.286. An environment that is positive to learning increases teacher attitudes, suggesting that the general mood of the school impacts teacher attitudes. There is a strong positive correlation of 0.594 between attitudes and PD. The correlation between attitudes and PD shows that continuous learning and development are essential for sustaining teacher motivation and satisfaction. On the other hand, attitudes have a negative correlation with time (-0.182) and money (-0.159). The lack of significant negative correlation suggests that time restrictions and financial issues have minimal impact on teacher attitudes.

Teachers' efficacy, which refers to their confidence in their ability to teach successfully, is affected by several factors. For example, the attitudes show a positive correlation of 0.447. Positive attitudes have been shown to increase teacher perception of efficacy. Colleague support (0.245) is positively connected with it as well. Collaborative support improves teachers' trust in their skills, showing the significance of a collaborative work setting. There is also a positive correlation of 0.521 between efficacy and PD. It improves teachers' effectiveness, showing the importance of education and PD in developing teacher confidence. Nevertheless, there is not a clear connection between time, funding, principal support, and school environment. The findings of this study suggest that these factors do not have a direct influence on teacher perception of efficacy. The availability of time is an important factor that is related to other variables such as funding. There is a positive correlation between funding the value of 0.305. Proper funding time management for teachers, perhaps by

providing access to supplementary resources and help, therefore reducing the amount of time dedicated to administrative and preparation duties. Funding also has a positive correlation with the school environment (0.156) and PD (0.268). While the connection between the school environment and PD is not significant the existence of sufficient time has a beneficial influence. This suggests that having enough time is crucial for actively participating in PDA. No significant link appears between attitudes, efficacy, principal support, and colleague support. These elements appear to be independent of or unaffected by the availability of time. The support provided by principals is essential for teachers and it shows significant relations. For instance, there is a positive correlation of 0.298 with attitudes. Principals who provide support have a good impact on teachers' attitudes, showing the importance of leadership in promoting teacher satisfaction. The level of support from the principal is positively associated with the level of support from colleagues, with a correlation coefficient of 0.323. The existence of a helpful colleague environment is associated with principal support, showing that leadership support tends to affect the whole school. The principal has a positive correlation with the school environment, with a correlation coefficient of 0.501. A strong support from the principle creates a positive school environment, showing the principal's influence on the entire environment. Support from colleagues is an important part in the school environment. There is a positive correlation (0.293) between attitudes and supportive colleagues. This means that when teachers have supportive colleagues, it fosters positive attitudes and shows the significance of collaboration. The study found a positive correlation between efficacy and support from colleagues (0.245). This means that when teachers receive support from other teachers, it increases their confidence in their skills. Colleagues support is also positively linked with principal support (0.323). There is a direct and positive

relationship between the level of support from colleagues and the level of support from the principal, suggesting a strong system of support inside the school is essential for teachers and principals. The correlation between colleague support and school environment is positive (0.621). This suggests that good colleague connections have an important effect on creating a positive atmosphere at school. Colleague support shows a strong positive correlation (0.700) with PD. This means that having high levels of support from colleagues is linked with an increase in PD. It suggests that having a supportive group of colleagues increases continuous learning opportunities. There is no significant relationship between time and financing. These factors do not have a direct influence on, or are influenced by, colleague support. The school environment is influenced by several factors and has significant correlations. The study found out that there is a positive correlation (0.286) between attitudes and a positive school environment. This means that a positive school environment has an advantageous effect on teacher attitudes, showing the significance of having a supportive work environment. The correlation between principal support and a positive school environment is positive (0.501). Principle support plays an important part in creating a positive school environment mentioned before. Colleague support has a positive correlation of 0.621 with the environment. Strong colleague connections have an important effect on improving the school environment. A positive school environment has a significant positive relationship (0.786) with PD. This shows that a supportive setting encourages continuous teacher development by providing chances for it. On the other hand, there is not an evident link between efficacy, time, and funding and the school environment.

To sum up, PD has significant connections to multiple factors. The correlation coefficient of 0.594 suggests a positive relationship between access to PDA and

teachers' attitudes. This suggests that teachers who have access to such chances are more likely to have positive attitudes towards their work. Teachers' perception of efficacy has significantly risen (0.521) and is positively impacted by having enough time (0.268) and funding resources (0.204). Principal support (0.530) and collaborative colleagues (0.700) are essential in motivating teachers to participate in PDA. In addition, an encouraging and supportive school atmosphere (0.786) significantly improves continuous PD.

The regression analysis was used to examine the effect of two internal factors, including teachers attitudes towards in-service training and their self-efficacy. The findings are shown in the Table 1.4 below.

Table 1.4: Coefficients^a

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	64.536	7.460		8.651	<.001
	Attitudes	1.444	.263	.451	5.500	<.001
	Efficacy	1.354	.348	.319	3.892	<.001

a. Dependent Variable: Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.659 ^a	.435	.424	8.71684

a. Predictors: (Constant), Efficacy, Attitudes

The model that includes attitudes and efficacy covers 43.5% of the variation in PD. It means that although these variables have importance, there are more variables that are not provided for in the model that also impact the development of professionals.

Attitudes

The coefficient for attitudes ($B = 1.444$, Std. Error = 0.263, $t = 5.500$, $p < 0.001$) shows that a one-unit rise in attitudes is linked with an estimated increase of 1.444 units in PD. The standardised coefficient ($B = 0.451$) shows that attitudes have a beneficial influence on PD. The p-value ($p < 0.001$) suggests this link is statistically significant, showing that attitudes are a strong predictor of PD.

Efficacy

The unstandardized coefficient for efficacy ($B = 1.354$, Std. Error = 0.348, $t = 3.892$, $p < 0.001$) suggests that a one-unit increase in efficacy is linked with an estimated rise of 1.354 units in PD. The standardised coefficient ($B = 0.319$) shows that efficacy has a beneficial influence on PD, but slightly less than attitudes. The p-value of less than 0.001 shows that efficacy is a significant predictor of PD. Therefore, it may be concluded that those with higher self-efficacy are more likely to engage in PDA. The findings of this study suggest that improving self-efficacy may be a successful approach for promoting engagement in PD among English language teachers in North Cyprus.

In conclusion, the regression analysis shows that both attitudes and efficacy significantly impact the PD of teachers. Attitudes have a bigger effect on PD compared to efficacy, as shown by the larger standardised coefficient value ($B = 0.451$ vs. $B = 0.319$). The p-values for the two variables (< 0.001) show the strong and statistically significant nature of these links. These findings suggest that it is essential to promote positive attitudes and enhance teacher efficacy in order to improve their PD.

The regression analysis was used to examine the effect of external factors, including time, funding, principal support, colleague influence, and school culture on teachers' PD. The findings are shown in the Table 1.5 below.

Table 1.5: Coefficients^a

		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	40.403	5.683		7.109	<.001
	Time	.802	.272	.136	2.948	.004
	Funding	.892	.164	.257	5.449	<.001
	Principal	1.081	.200	.283	5.413	<.001
	Colleagues	1.330	.186	.399	7.156	<.001
	School Culture	1.220	.207	.370	5.905	<.001

a. Dependent Variable: Development

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.900 ^a	.809	.800	5.13720

a. Predictors: (Constant), Time, Colleagues, Funding, Principal, School Culture

The regression analysis results show that external factors such as time, funding, principal support, colleague support, and school culture have a strong influence on determining PD within teachers. The significant value of .809 suggests that these factors contribute to an important percentage (80.9%) of the variability in PD. This means improving these external variables might greatly improve teachers' PD.

Time

The unstandardized coefficient for time ($B = 0.802$, Std. Error = 0.272, $t = 2.948$, $p = 0.004$) shows that with each additional unit of available time, PD increases by around 0.802 units. The standardised coefficient ($B = 0.136$) suggests a slight beneficial influence of time on PD. The p-value of 0.004 suggests this link is statistically significant, showing the importance of time flexibility in PD.

Funding

The unstandardized coefficient for funding ($B = 0.892$, Std. Error = 0.164, $t = 5.449$, $p < 0.001$) suggests that there is a positive relationship between funding and PD. Specifically, for every one-unit increase in money, PD will increase by around 0.892 units. The standardised coefficient ($B = 0.257$) shows a slight positive effect of money on PD. The p-value of less than 0.001 illustrates the statistical significance of funding as an indicator of PD. The results of this study show a strong and positive correlation between financing and engagement in PD ($B = 0.892$, $p < 0.001$).

Principal Support

The unstandardized coefficient for principal support ($B = 1.081$, Std. Error = 0.200, $t = 5.413$, $p < 0.001$) shows that a one-unit increase in principal support is linked with an estimated rise of 1.081 units in PD. The standardised coefficient ($B = 0.283$) shows a significant and beneficial influence of foremost support on PD. The p-value ($p < 0.001$) shows that principal support is an extremely strong indicator of PD. The results

of this study indicate that principal support is a strong predictor of engagement in PDA ($B = 1.081, p < 0.001$).

Colleague Influence

The unstandardized coefficient for colleague support ($B = 1.330$, Std. Error = 0.186, $t = 7.156, p < 0.001$) suggests that a one-unit increase in colleague support is linked with an estimated rise of 1.330 units in PD. The standardised coefficient ($B = 0.399$) shows a significant and beneficial influence of collaborative support on PD. The p-value ($p < 0.001$) suggests that colleague support is a very significant predictor.

School Culture

The coefficient for school culture ($B = 1.220$, Std. Error = 0.207, $t = 5.905, p < 0.001$) shows that a one-unit increase in a positive school culture is linked with an estimated rise of 1.220 units in PD. The standardised coefficient ($B = 0.370$) suggests a significant and beneficial influence of school culture on PD. The p-value of less than 0.001 indicates that school culture is a very significant predictor, showing the crucial role of a positive and supportive school environment. This study emphasises the important influence of a positive school environment in encouraging engagement in PDA ($B = 1.220, p < 0.001$).

In conclusion, the regression analysis done in this study shows that time availability, funding, principal support, colleague effect, and school culture are major determinants of teachers' PD. The most significant factors affecting are colleague influence ($B = 0.399$) and school culture ($B = 0.370$), followed by principal support ($B = 0.283$), funding ($B = 0.257$), and time availability ($B = 0.136$). These findings emphasise the significance of a supportive, well-resourced setting, effective guidance, and a positive school environment in improving teachers' PD.

4.2 Qualitative Findings of the Research

The qualitative data included 15 interviews that were conducted with public school English teachers. As an initial stage of the qualitative analysis, the interviews were transcribed with the help of an application called TurboScribe which saves a lot of time. However, as it cannot transcribe every utterance, the researcher listened and corrected the transcribes manually afterwards. Then the researcher used NVIVO (Version 14) to code and theme the ideas of the participants. With the help of it the researcher organized a chart to show the codes and themes of her interviews. It can be seen in Figure 1.2. Also in Figure 1.3 the researcher created a word cloud by using the data in NVIVO to show the most uttered words during the interviews.

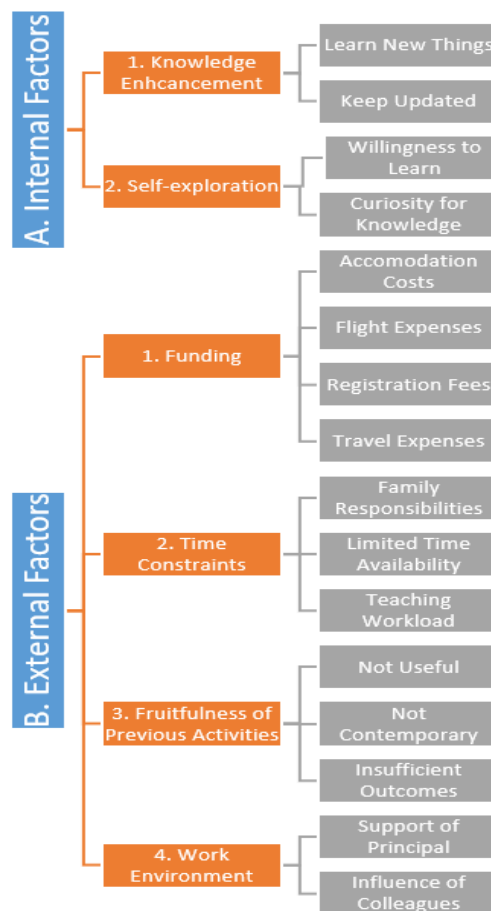


Figure 1.2: Factors Affecting Teacher participation in PDA



Figure 1.3: The Most Uttered Words in the Interviews

The table below also illustrates how many times a word had been uttered during the interviews.

Table 1.6: The Most Popular Words Used During the Interviews

Word	Length	Count
professional	12	241
development	11	239
school	6	152
teachers	8	143
activities	10	121
attend	6	81
time	4	71
environment	11	67
students	8	64
learning	8	60
teaching	8	59
also	4	56
important	9	52
share	5	43
thank	5	41
like	4	40
principal	9	39
well	4	38

maybe	5	37
education	9	36
financial	9	36
pay	3	36
really	6	36
sometimes	9	36
course	6	34
ministry	8	34
work	4	34
participate	11	33
different	9	32
help	4	32
classroom	9	31
much	4	31
barriers	8	30
difficult	9	30
good	4	30
kind	4	30
new	3	30
provided	8	29
research	8	29
things	6	29
engage	6	27
example	7	27
family	6	27
responsibilities	16	27
seminars	8	27
teacher	7	27
care	4	25
especially	10	25
going	5	25
know	4	25

The provided table displays a frequency analysis of the terms used in interviews done for a research study on the motivation of teachers of English in North Cyprus towards

in-service training. This study shows the primary themes and subjects that were discussed by the participants. The term "professional" is the most frequently used word, appearing 241 times. This suggests a significant focus on professional issues in the conversations. The term "development" is mentioned 239 times, indicating a strong emphasis on their PD as an important subject. The terms "School" and "teachers" are referenced often, with 152 and 143 counts respectively, showing their significance. The terms "Activities" (121) and "attend" (81) are important, showing the particular actions and participation of teachers in PDA. The phrase "time" is mentioned 71 times, supporting that participants often expressed concerns about time restrictions. The terms "Environment" (67), "students" (64), and "learning" (60) show the wider educational setting and its influence on the academic achievements of students. Additional terms are "teaching" (59), "important" (52), and "principal" (39), which show the essential components of the teaching profession, the importance of ongoing training, and the influence of school leadership. The presence of words such as "financial" (36), and "pay" (36) indicates that there are financial issues to consider in PDs. The occurrence rates of phrases such as "participate" (33), "different" (32), "help" (32), and "classroom" (31) suggest different levels of involvement, the necessity for assistance, and the influence of the classroom setting. Furthermore, the terms "barriers" (30) and "difficult" (30) emphasise the barriers that teachers have while trying to obtain PD.

In summary, this word frequency analysis offers a thorough examination of the primary issues expressed by English language teachers. It highlights the significance of PD, the barriers encountered, and the diverse factors that impact their participation in it.

4.2 Qualitative Findings of the Research

4.2.1 Internal Factors

4.2.1.1 Knowledge Enhancement

The necessity of knowledge enhancement was agreed upon in all districts. In Nicosia, participants L1 (age 49, with over 20 years of experience) and L5 (age 58, male, with over 20 years of experience) stated that *“actually, by going to the conferences, seminars and courses the teachers develop themselves and be aware of the new techniques and skills”* which shows the desire to remain updated and acquire new information. In Famagusta, participants M2 (34 years old, with over 10 years of experience), M4 (38 years old, with over 15 years of experience), and M1 (39 years old, with over 15 years of experience) emphasised the need of keeping up-to-date with the most recent teaching approaches. M4 said that *“I think professional development activities such as workshops, seminars, and courses can enhance teachers’ teaching skills by helping them refine and improve their instructional techniques including learning new methodologies for teaching grammar, vocabulary, listening, speaking, reading, and writing skills, and integrate interactive methods into their teaching which would encourage students to use English in real-life situations, thereby improving their fluency and confidence”*. Similarly, in Iskele, participants I5 (29 years old, with over 5 years of experience), I3 (40 years old, with over 15 years of experience), I4 (41 years old, with over 15 years of experience), and I1 (41 years old, with over 15 years of experience) emphasised the need of continuous development. I1 stated that *“Professional development activities are so crucial for teachers, because our job is always developing. It never stops. So it's so important in order to be able to create more effective teaching and learning”*.

4.2.1.2 Self-exploration

Self-exploration has become an important internal aspect for some teachers. In Nicosia, participant L1, aged 49 and with over two decades of experience, emphasised the significance of self-exploration by a combination of willingness and curiosity. This person emphasised a strong desire for personal development and a commitment to ongoing learning by stating *“professional development is essential for staying updated with educational advancements, refining teaching techniques...”*. Similarly, in Iskele, participant I2 (aged 34, with over a decade of experience) emphasised the significance of self-exploration, expressing a personal motivation for acquiring knowledge and advancing professionally stating *“I think it (PD) helps us to become better teachers, which also motivates us about our profession”*. Nevertheless, none of the participants from Famagusta expressed self-exploration as their motivating factor.

4.2.2 External Factors

4.2.2.1 Funding

Fund was a significant external factor affecting the engagement of teachers in PD activities. In Nicosia, participants L3 (36 years old, with over 15 years of experience), L1 (49 years old, with over 20 years of experience), L4 (50 years old, with over 20 years of experience), and L5 (58 years old, male, with over 20 years of experience) identified travel, accommodation, registration fees, and flight costs as major barriers. L4 stated that *“Some seminars that are abroad are very expensive to attend to because of the seminar fee, transportation and accommodation so I prefer to attend free webinars”*. The same worries were expressed in Famagusta by participants M5 (34 years old, with over 10 years of experience), M4 (38 years old, with over 15 years of experience), M1 (39 years old, with over 15 years of experience), M2 (28 years old, with over 5 years of experience), and M3 (46 years old, with over 20 years of experience). M5 stated that *“The ministry of education does not have a budget*

allocated for professional development for volunteer teachers so I must pay if I want to attend something other than the ones provided by them. And sometimes certain international professional development programs ask additional costs...” In Iskele, participants I1 (41 years old, with over 15 years of experience), I2 (34 years old, with over 10 years of experience), I3 (40 years old, with over 15 years of experience), I4 (41 years old, with over 15 years of experience), and I5 (29 years old, with over 5 years of experience) also mentioned funding as a significant barrier. I1 stated that *“The cost of professional development programs and expenses like travel are important”*.

4.2.1.2 Time Constraints

Lack of time was often cited as a barrier to participate PDA. In Nicosia, participants L1 who is 49, with over 20 years of experience, L4 that is 50, with over 20 years of experience, and L5 is 58, with over 20 years of experience stated the difficulties caused by the demands of teaching workload and family responsibilities. L4 stated that *“Sometimes I have difficulty in attending because of my family responsibilities. I have my own children to take care of so after school I am not only a teacher but also a mother and a wife. Also we have IGCSE and A-Level classes so I have tons of paper, mock exams to read”*. Similarly, in Famagusta, participants M2 (34 years old, with over 10 years of experience), M4 (38 years old, with over 15 years of experience), and M1 (39 years old, with over 15 years of experience) mentioned the weight of teaching responsibilities, while M5 (34 years old, with over 10 years of experience) and M3 (46 years old, with over 20 years of experience) emphasised their family responsibilities. M5 shared *“since we are working before afternoon, we cannot actually participate those professional development activities provided by the universities. And also, I mean once the school ends, we still have responsibility to cover in the afternoon”*. In Iskele, participants I1 (age 41, with 15+ years of experience), I2 (age 34, with 10+ years of experience), I3 (age 40, with 15+ years of experience), I4 (age 41, with 15+

years of experience), and I5 (age 29, with 5+ years of experience) all expressed concerns about the limited availability of time due to their obligations at work and at home. I2 shared *“Because I live far away coming to school is also tiring for me because I have to spend 2 hours on the road and if we have professional development programs after the school”*.

4.2.1.3 Fruitfulness of the Previous Activities

The teachers' motivation was affected by the effectiveness of earlier PDA. During the interview in Nicosia, participant L3, who is 36 years old and has over 15 years of experience, expressed dissatisfaction with the effectiveness of past PDA stating that *“But whenever I go to some, I feel like I already know those things”*. In Famagusta, participants M3 (aged 46, with over 20 years of experience) and M5 (aged 34, with over 10 years of experience) expressed dissatisfaction with the prior activities, considering them outdated and inadequate. M5 stated that *“Some of the PDs I attend provided by the ministry of education are fruitless and repetitive”*. In Iskele, participants I5 (29 years old, with over 5 years of experience) and I2 (34 years old, with over 10 years of experience) expressed dissatisfaction with the past PD activities, stating that they found them not to be useful. Additionally, I5 and I1 (41 years old, with over 15 years of experience) stated that the activities were not up-to-date. I5 stated that *“I’ve been to many activities provided by the ministry of education however they were not very useful for me. Most of them were old topics”*. In addition, participant I2 pointed out the insufficient nature of the past PDA by saying *“Because I think the Ministry of education is just developing these courses with no intention. For the sake of doing”*.

4.2.1.4 Work Environment

The work environment, including both the support of the principal and the influence of colleagues, had an important effect on the motivation of teachers. In Nicosia, participant L2, who is 55 years old and has over 20 years of experience, emphasised the importance of the principal in providing information regarding PDA stating that *“Yes, she arranges our lessons so we can attend”*. On the other hand, participant L3, aged 36 with over 15 years of experience, observed a small amount of support from principals and influence from colleagues. The participants, namely L1 (aged 49, with over 20 years of experience), L4 (aged 50, with over 20 years of experience), and L5 (aged 58, with over 20 years of experience), emphasised the significance of collaboration and the exchange of ideas with colleagues. L1 stated that *“The principal has initiated several school-wide professional learning communities where teachers can collaborate and share best practices, which has been very effective”*. In Famagusta, participant M5, who is 34 years old and has over 10 years of experience, stated receiving principal support and encouragement. On the other hand, participants M4 (38 years old, with over 15 years of experience), M1 (39 years old, with over 15 years of experience), M2 (28 years old, with over 5 years of experience), and M3 (46 years old, with over 20 years of experience) stated different degrees of support and collaboration from their colleagues. M1 stated that *“they (the administration) would support us, but it's difficult to try and get the permission to go”*. In Iskele, participant I5, who is 29 years old and has more than 5 years of experience, stated the principal's support in PDA by saying *“The principal sends WhatsApp Messages to our groups to let us know”*. On the other hand, participants I4 (age 41, with over 15 years of experience), I2 (age 34, with over 10 years of experience), and I3 (age 40, with over 15 years of experience) emphasised the significant influence of their colleagues, with

collaboration and the exchange of ideas being common. I1 stated “*We can ask our colleagues for some tips*” and I2 shared “*we have our small circle in which we try to share it with each other*”.

4.3 Summary

The analysis of the study's findings was presented in this chapter. The quantitative results analysis, which included a survey was presented first then the qualitative findings of the study which included semi-structured interviews was presented. The next chapter includes discussions, conclusion, implications and suggestions of the study.

Chapter 5

DISCUSSION, CONCLUSION, IMPLICATIONS & SUGGESTIONS

This chapter presents the discussion of the results with consideration of the study's research questions and the relevant literature. In addition to this, the conclusion, implications of the study and suggestions for future research are included in the following sections.

5.1 Discussion of the Results

The study aimed to investigate the internal (attitudes and self-efficacy) and external (time constraints, funding, principal support, colleague influence and school environment) factors affecting English language teachers' participation in PDA in North Cyprus. The goal was to identify the key themes and barriers that hindered participation. This study attempted to answer the following questions:

1. What is the relationship between English language teachers' internal factors (e.g., attitudes, self-efficacy) and their participation in PD activities?
2. Do external factors (e.g., time constraints, funding, principal and colleague influence, school culture) correlate with English language teachers' engagement in PD?

By looking at the coefficient results of the current study, it is obvious that there is a positive correlation between attitudes and PDA. Comparing this study's results to those of Bayar (2013), both studies emphasise the important influence of teacher attitudes in

encouraging involvement in PDA. Bayar (2013) discovered a statistically significant correlation ($p < .000$) with a coefficient of $\beta = .646$, suggesting that a rise in teacher attitudes is associated with a greater level of engagement in PD. This study's findings show that attitudes have a significant impact ($p < 0.001$), with a larger coefficient of $B = 1.444$. These findings reveal that although both studies support the idea that attitudes have a beneficial impact, this study shows a greater ability to accurately predict results. The differences may be because of sizes of the samples and the conditions in which the data was collected. However, both studies agree in emphasising the essential effect of teacher attitudes on PD participation. Moreover, Newmann et al. (2000) also observed PDA and interviewed primary school teachers nationwide for two years. The study found that PD was most effective when it focused on teachers' knowledge, skills, and attitudes and etc. The current study also emphasized the importance of attitudes of teachers in PD. For example, in the interviews teachers mentioned willingness and curiosity to attend PDs to develop themselves. As a result, positive attitudes towards PD and willingness to learn new things are crucial in the development of teachers.

When comparing the results of this research to those of Bayar (2013), a significant difference appears for the importance of self-efficacy. The study conducted by Bayar (2013) found no statistically significant correlation between self-efficacy and teachers' involvement in PDA ($p > .05$). This suggests that self-efficacy does not have any effect on teachers' engagement in PD in their specific context which is Turkey. On the other hand, this research shows a strong and statistically significant positive correlation ($p < 0.001$), with an unstandardized coefficient ($B = 1.354$) and a standardised coefficient ($B = 0.319$). Therefore, it may be concluded that those with higher self-efficacy are more likely to engage in PD activities. The contrasting results may be related to

variations in the educational settings or characteristics of the samples. The findings of this study suggest that improving self-efficacy may be a successful approach for promoting engagement in PD among English language teachers in North Cyprus. The results of the interviews of the current study also found out that teachers in North Cyprus have the desire to update themselves and learn new techniques about teaching to not to be an out-dated teacher. Therefore, self-efficacy will improve when teachers are willing to learn and update themselves.

Additionally, Bayar (2013) discovered a small positive effect ($B = .360, p < .000$) of time flexibility, however the findings of this study suggest a more significant effect ($B = 0.802, p = 0.004$), emphasising the critical importance of time constraints in North Cyprus. Masuda et al. (2013) also conducted research comparing the motivation of teachers to participate in PD activities. The participants especially midcareer teachers mentioned time constraints. They had to weigh personal sacrifices and family duties against the rewards of professional advancement. Also, another study suggested that to guarantee that teachers receive high-quality PD, human, financial, and time resources must be invested in upgrading teachers (Archibald et al., 2011). Furthermore, the data collected by the interviews of this study supported that time constraints often prevented attending PDs in North Cyprus. The participants reported difficulty due to teaching workload and family reasonability. By looking at the results of this study it is possible to say the teachers who work at the state schools need time allocation to improve themselves.

The results of this study show a strong and positive correlation between financing and engagement in PD ($B = 0.892, p < 0.001$), which is in contrast to the negative correlation shown by Bayar (2013) ($B = -.129, p < .000$). The difference shows

potential differences in which the way money affects PD participation depending on the context. It was also stated in Archibald et al. (2011)'s study that financial resources must be allocated to teachers to have good quality PDs. The interviews done for this study also stated that funding influenced teachers' PD participation. Many participants cited travel, accommodation, registration fees, and flight costs as major barriers to attend PDs in North Cyprus. One of the biggest problems of PDA in North Cyprus is that they usually held in the capital and start at 14:00. These factors 100% affect the participation as it takes time for other people who live in other districts to get to the capital. If there were district-based PD activities, the teachers would be able to attend without the drama.

The results of this study indicate that principal support is a strong predictor of engagement in PDA ($B = 1.081$, $p < 0.001$). In contrast, Bayar (2013) showed no significant impact. A model was proposed by Hendawy et al. (2024) also emphasised the responsibility of principals in building an environment of trust where teachers think professional learning would benefit them and their schools. Moreover, since 2015, Türkiye policymakers have given school principals new roles to help them improve teacher professional learning and also develop a vision for schools. Thus, principals have the power and funding to organise school-based PDA (Dorukbaşı et al., 2024). The interview data has different views on principal support. According to the results, some said they have a supportive principal others said their principal has no influence on their PD. As the principals have many other responsibilities, it is normal for them to not be able to focus on each individual teacher. However, it is imperative to praise important accomplishments gained by the teachers to encourage teacher development and motivation.

Colleague support is a very significant predictor. The results of this study show an even greater impact ($B = 1.330, p < 0.001$) compared to the findings of Bayar (2013) ($B = .116, p < .007$), showing the essential function of a supportive colleagues in North Cyprus. According to Boyle et al. (2004) teachers in their research often talk and observe each other to improve the quality of teaching. Moreover, teachers at high-performing schools believed collaborating before school, in the hallways, during lunchtime was useful (Williams, 2013). Datnow (2020) also emphasised the importance of collaboration among teachers by stating that professional cooperation can boost teachers' resilience and resistance to policy changes. Many interviewees of this research also stated that colleagues influence is very important in their development, also indicating that they prefer to collaborate with their colleagues on a daily basis about anything. Colleagues are an important element in teachers' life. They share experiences, solve troubles, inspire and motivate each other. Colleague influence is a very important influence in attending PD activities. If the colleagues are all willing, they develop together if not, they stay outdated which lowers the quality of education. This study also emphasises the important influence of a positive school environment in encouraging engagement in PD ($B = 1.220, p < 0.001$), although Bayar (2013) did not see a significant effect. This means that the influence of school culture might differ based on the context. Kraft et al. (2014) also suggested that teachers in more encouraging professional environments develop better than those in less supportive ones. The study by Collie et al. (2011) on school development have shown that the school environment, including general collaboration in teaching, teachers', available equipment and resources, and principal support affects teaching. The data from interviews also supports the claim that a positive school environment impacts the participation in PD activities. Schools are the places where teachers and students spend

most of their time in. If the school environment in which the teachers spend time is positive and supportive, they also want to add more value to it by developing themselves.

Apart from these, the fruitfulness of the previous PD activities had a great place in the findings. According to the teachers interviewed, the previous activities provided by the Ministry of Education were insufficient, not contemporary and not useful. To show the importance of the fruitfulness, Collinson et al. (2009) stated that in order to develop, teachers need fresh information, strong support, and new opportunities. Moreover, according to Darling-Hammond et al. (2009), teachers reported that their experiences with professional learning options that are either useless or irrelevant. Therefore, the fruitfulness of the PD activities is not a problem only in Northern Cyprus. Needs analysis and serious research on updated technologies are required to improve the effectiveness of such activities.

5.2 Conclusion

In conclusion, the results of the study proved that both internal and external factors affect teacher motivation to attend PDA or in-service trainings in North Cyprus. The quantitative findings showed a positive link between teachers' attitudes and PD participation. Self-efficacy was also a significant factor, revealing that teachers with more confidence in their skills participate more in PD activities. Moreover, external factors such as; time, funds, principal support, colleague influence, and school culture greatly affected PD participation. Colleague influence and a supportive school culture were the strongest external factors affecting participation. These findings showed the importance of a well-resourced and supportive environment, good leadership, and a healthy school culture for teachers' PD. Qualitative interview findings showed that

teachers appreciate knowledge enhancement and self-exploration but deal with money and time restrictions. Teachers are also affected by past PD activities' efficacy and relevance. This study suggests that promoting and sustaining teachers' PD requires a comprehensive strategy that addresses both internal and external factors.

5.3 Implications of the Study

The findings of this study have several significant implications for policy makers, school principals and also for teachers themselves to improve motivation to participate in PD activities in North Cyprus. First, this study demonstrated the importance of organising regular workshops to improve the self-efficacy and attitudes of teachers in their fields. This suggests that policymakers and school principals may improve professional development (PD) by holding frequent workshops to boost teachers' self-efficacy and attitudes. These workshops should target particular needs in the field of teaching and be relevant and engaging to increase teacher participation in North Cyprus. Another important finding of the study revealed that teachers in North Cyprus need financial support and time flexibility to attend international or national PDA; therefore, finding a solution for money and time constraints is a must. Policy makers should allocate funding and also schedule the PD activities according to the availability and convenience of the teachers. The data from the interviews revealed that school principals were not very helpful regarding teachers' participation in PD; therefore, the school principals should be flexible and supportive about the teachers' schedules to enable them to attend PDA. In doing so, school principals would certainly promote PD. The study also discovered that teachers in North Cyprus value collaboration among colleagues and principals. When there is collaboration there probably will be a positive school culture that encourages development. Many participants stated the repetitive nature of the PDA provided by the national ministry of education; therefore,

it is advised to enhance the standard and relevance of PD activities by needs analysis to guarantee that they are up to date, and collecting feedback right after the PD activities can improve the efficiency of PD. A significant number of teachers also shared the challenge of travelling. Providing PD activities across districts may provide equal opportunities for all teachers, successfully solving issues related to travel and accessibility. Using online platforms for PD offers flexible, cost-efficient, and easily accessible learning possibilities, effectively addressing barriers related to time, location, and finance. Moreover, experienced teachers were found to be a valuable resource to schools, and they needed to be updated. This finding suggested that schools should prioritize developing ways to keep up the motivation of these experienced teachers. This may mean providing them with more opportunities for professional development, participation in decision-making procedures, or specialised professional development programs that correspond to their advanced knowledge and abilities. By recognizing these implications, policy makers may provide a more efficient and encouraging system for improving PD, resulting in improved teaching as well as desirable outcomes for students.

5.4 Suggestions for Further Research

Given the conclusions gathered from the current study, a number of recommendations could possibly be offered for further studies. Firstly, a longitudinal study can be conducted to see the changes in motivation over time. Secondly, a comparative study can be conducted between public school and private school teachers to see what motivates and stops them to attend PD activities. The participants were also from three different districts in North Cyprus in order to compare the results, it is essential to conduct research in a variety of settings using the same methodology. It allows researchers to decide if the results are generalizable, or applicable to other populations

or settings, by examining a phenomenon in various contexts. The current study also has a small sample of 15 interviews. Therefore, it is crucial to have more participants in order to generalize the study's findings to the whole island. A greater number of participants in a study improves the generalizability of its findings and enables the development of more precise conclusions about the population of the study.

REFERENCES

- Adu, E. O., & Okeke, C. I. O. (2014). Factors affecting lecturers' participation in continuing professional development (CPD). *Journal of Sociology and Social Anthropology*, 5(3), 271–281.
- Ahmad, D.-N., Noorani, Z., & Ali, Z. (2024). Factors influencing job satisfaction of secondary school teachers in Karachi, Pakistan. *Research Journal for Societal Issues*, 6(2), 138–152. <https://doi.org/10.56976/rjsi.v6i2.213>
- Alford, B. J. (2013). *Adult learning theory*. The handbook of educational theories, 125.
- Al-khresheh, M. H. (2024). Bridging technology and pedagogy from a global lens: Teachers' perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, 6, 100218.
- Alghamdi, Y. (2019). *High school teacher motivation to engage in continuing professional development (CPD): a mixed method research study: a thesis presented in fulfilment of the requirements for the degree of Doctorate of Philosophy in Education at Massey University, Manawatū, New Zealand* (Doctoral dissertation, Massey University).
- American Association for the Advancement of Science (AAAS). (2011). *Vision and Change in Undergraduate Biology Education: A Call to Action*. AAAS.

- Amzat, I. H. (2017). Principal instructional leadership practice and its effect on teachers' reflective practices: Indicators for best classroom practices. *In Teacher professional knowledge and development for reflective and inclusive practices*. Routledge.
- Archibald, S., Coggshall, J. G., Croft, A., & Goe, L. (2011). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. *National Comprehensive Center for Teacher Quality*.
- Arinze, P. N. (2023). Promoting sustainable development of the primary education sector in Delta State through teachers' participation in continuous professional development (CPD) programmes in Delta State. *Journal of Education in Developing Areas (JEDA)*, 31(4), 252. <https://journals.journalsplace.org/index.php/JEDA>
- Arinze, P. N., & Uchechukwu, A. R. (2024). Promoting Sustainable Development of Primary Education Sector in Delta State through Teachers' Participation in Continuous Professional Development (CPD) Programmes in Delta State. *Journal of Education in Developing Areas*, 31(4), 252-265.
- Attsaury, S., Hadiyanto, H., & Supian, S. (2023). Principal's Strategy to Improve Teachers Professional Competence. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 1–10. <https://doi.org/10.31538/munaddhomah.v5i1.775>

- Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., & Al Rashedi, A. (2016). Perception of Teachers' Professional Development Needs, Impacts, and Barriers: The Abu Dhabi Case. *Sage Open*, 6(3). <https://doi.org/10.1177/2158244016662901>
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W.H. Freeman.
- Bayar, A. (2013). *Factors affecting teachers' participation in professional development activities in Turkey*. University of Missouri-Columbia.
- Becker, H. J., & Gibson, C. (1998). *An Investment in Tomorrow's Workforce: The Rationale for High-Quality Education Technology for All Students*. In *Investing in Tomorrow's Workforce*. National Alliance of Business.
- Behçet, H. (1969). *Kıbrıs Türk Maarif Tarihi (1571-1968)*. Lefkoşa: Halkın Sesi Yayınları.
- Berlyne, D. E. (1954). A theory of human curiosity. *British Journal of Psychology*, 45(3), 180-191. <https://doi.org/10.1111/j.2044-8295.1954.tb01243>.
- Bolam, R., & McMahon, A. (2004). Literature, definitions and models: towards a conceptual map. *International handbook on the continuing professional development of teachers*, 33-63.
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(02), 81-109.

- Börü, N. (2018). The Factors Affecting Teacher-Motivation. *International Journal of Instruction*, 11(4), 761-776.
- Boyle, B., While, D., & Boyle, T. (2004). A longitudinal study of teacher change: What makes professional development effective?. *Curriculum Journal*, 15(1), 45-68. doi: 10.1080/0958517042000189470
- Bredeson, P.V. (2002). The architecture of professional development: materials, messages and meaning. *International Journal of Educational Research*, 37, 661–675.
- Brophy, J. (2013). *Motivating Students to Learn (3rd ed.)*. Routledge.
- Brownell, S. E., & Tanner, K. D. (2017). Barriers to faculty pedagogical change: Lack of training, time, incentives, and tensions with professional identity? *CBE—Life Sciences Education*, 11(4). <https://doi.org/10.1187/cbe.12-09-0163>
- Buczynski, S., & Hansen, C. B. (2010). Impact of professional development on teacher practice: Uncovering connections. *Teaching and teacher education*, 26(3), 599-607.
- Calafato, R. (2021). Teachers’ reported implementation of multilingual teaching practices in foreign language classrooms in Norway and Russia. *Teaching and Teacher Education*, 105, 103401.

- Calderhead, J.; Shorrock, S.B. (1997). *Understanding teacher education: case studies in the professional development of beginning teachers*. London: The Falmer Press.
- Cohen, L., Manion, L., Morrison, K. (2011). *Research methods in Education* (seventh edition). New York: Routledge.
- Collie, R. J., Shapka, J. D., & Perry, N. E. (2011). Predicting teacher commitment: The impact of school climate and social–emotional learning. *Psychology in the Schools*, 48(10), 1034-1048.
- Collin, K., Van der Heijden, B., & Lewis, P. (2012). Continuing professional development. *International journal of training and development*, 16(3), 155-163.
- Collinson, V., Kozina, E., Kate Lin, Y., Ling, L., Matheson, I., Newcombe, L., & Zogla, I. (2009). Professional development for teachers: a world of change. *European Journal of Teacher Education*, 32(1), 3–19.
<https://doi.org/10.1080/02619760802553022>
- Creswell, J. W., & Tashakkori, A. (2007). Journal of Mixed Methods. *Sage*, 1(4), 303-308.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.

Darkenwald, G., and Merriam, S. (1982). *Adult Education: Foundations of practice*. New York: Harper and Row.

Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice?. *European journal of teacher education*, 40(3), 291-309.

Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad*. (p. 36). National Staff Development Council.

Datnow, A. (2020). The role of teachers in educational reform: A 20-year perspective. *Journal of Educational Change*, 21(3), 431–441.

Day, C. (1999). *Developing teachers: The challenges of lifelong learning*. Bristol: Routledge.

de Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology*, 54, 119–134.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum Press.

Deci, E. L., & Ryan, R. M. (1985a). *Intrinsic Motivation and Self-Determination in Human Behavior*. Plenum Press.

- Deci, E. L., Ryan, R. M., & Guay, F. (2017). *Self-Determination Theory Applied to Educational Settings*. In A. J. Elliot, C. S. Dweck, & D. S. Yeager (Eds.), *Handbook of Competence and Motivation: Theory and Application* (2nd ed., pp. 485-507). Guilford Press.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). *Motivation and Education: The Self-Determination Perspective*. *Educational Psychologist*, 26(3-4), 325-346. doi:10.1080/00461520.1991.9653137
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family medicine and community health*, 7(2).
- Dinham, S & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379–396. doi:10.1108/09578230010373633
- Dinham, S., & Scott, C. (2000). *Moving into the Third, Outer Domain of Teacher Satisfaction*. *Journal of Educational Administration*, 38(4), 379-396. doi:10.1108/09578230010373633
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*. Longman.
- Dörnyei, Z., Csizér, K., & Németh, N. (2001). *Motivational Dynamics in Language Learning: Results of a Longitudinal National Survey*. *Applied Linguistics*, 22(4), 421-462. doi:10.1093/applin/22.4.421

Dörnyei, Z., & Ushioda, E. (2001). *Teaching and researching motivation*. New York, NY: Longman.

Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and Researching Motivation (2nd ed.)*. Pearson.

Dorukbaşı, E., & Cansoy, R. (2024). Examining the mediating role of teacher professional learning between perceived instructional leadership and teacher instructional practices. *European Journal of Education*.

Ejiogu, A. (1985). *Theories of job satisfaction and job performance: an overview and critique (focus on teaching profession), second edition*. Lagos: JOJA Educational Research and Publishers.

Elman, N. S., Illfelder-Kaye, J., & Robiner, W. N. (2005). Professional development: Training for professionalism as a foundation for competent practice in psychology. *Professional Psychology: Research and Practice*, 36(4), 367.

Evans, G. (1998). *The Motivated School*. Paul Chapman Publishing.

Feridun, H. (2000). *Eğitimle bir ömür: Kıbrıs' lı Türkün 1932-1969 dönemi eğitim panoraması ve eğitimde özerlikliğe kavuşmasının hikayesi*. Boğaziçi Yayınları.

Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research*. Addison-Wesley.

Fraser, C., Kennedy, A., Reid, L., & McKinney, S. (2007). Teachers' continuing professional development: Contested concepts, understandings and models. *Journal of In-Service Education*, 33(2), 153–169. doi: 10.1080/13674580701292913

Fredriksson, U. (2004). *Quality education: The key role of teachers*. Brussels: Education International.

Ganser, T. (2000). An ambitious vision of professional development for teachers. *NASSP bulletin*, 84(618), 6-12.

Geldenhuys, J. L., & Oosthuizen, L. C. (2015). Challenges influencing teachers' involvement in continuous professional development: A South African perspective. *Teaching and Teacher Education*, 51, 203–212. <https://doi.org/10.1016/j.tate.2015.06.010>

Geo-Ref. (2024). *Population history of Northern Cyprus*. Retrieved from <http://www.geo-ref.net/ph/nzy.htm>

Gibbs G, Coffey M (2004). The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students. *Active Learn Higher Educ* 5, 87-100.

Glatthorn, A. A. (1995). *Content of the curriculum*. Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria.

Grangeat, M., & Gray, P. (2007). Factors influencing teachers' professional competence development. *Journal of Vocational Education & Training*, 59(4), 485–501. <https://doi.org/10.1080/13636820701650943>

Güçlü, B. E. (2018). *Turkish EFL Teachers' Perceptions Towards Continuing Professional Development Activities* (Master's thesis, Bilkent Universitesi Turkey).

Harris, A., Day, C., Goodall, J., Lindsay, G., & Muijs, D. (2005). *What different does it make? Evaluating the impacts of continuing professional development in schools*. Retrieved from <http://www.scotedreview.org.uk/pdf/228.pdf>

Hativa N (1995). The department-wide approach to improving faculty instruction in higher education: a qualitative evaluation. *Res Higher Educ* 36, 377-413.

Hendawy Al-Mahdy, Y. F., Hallinger, P., Emam, M., Hammad, W., Alabri, K. M., & Al-Harthi, K. (2024). Supporting teacher professional learning in Oman: The effects of principal leadership, teacher trust, and teacher agency. *Educational Management Administration & Leadership*, 52(2), 395-416. <https://doi.org/10.1177/17411432211064428>

- Henderson, C., Beach, A., & Finkelstein, N. (2010). Facilitating change in undergraduate science teaching: A summary of research and best practices. *Journal of Research in Science Teaching*, 47(7), 835-855. <https://doi.org/10.1002/tea.20343>
- Herzberg, F. (1959) *The Motivation to Work*. John Wiley & Sons, New York.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work*. John Wiley & Sons.
- Hew, K.F., Hara, N. (2007) Empirical study of motivators and barriers of teacher online knowledge sharing. *Education Tech Research Dev* 55, 573–595. <https://doi.org/10.1007/s11423-007-9049-2>
- Hill, K. A. (2015). *Teacher Participation and Motivation in Professional Development*. All Theses and Dissertations. Retrieved from <https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=6717&context>
- Hull, C. L. (1943). *Principles of Behavior: An Introduction to Behavior Theory*. Appleton-Century-Crofts.
- Ipek, H., Arikan, A., & Arikan, M. (2018). Examining Foreign Language Teachers' Motivation: A Study on English as a Foreign Language (EFL) Teachers in Turkey. *Journal of Language and Linguistic Studies*, 14(1), 32-45.

İpek, H., & Kanatlar, M. (2018). Factors affecting EFL teacher motivation. *Journal of Qualitative Research in Education*, 6(2), 25 - 41 . DOI:10.14689/issn.2148 - 2624.1.6c2s2m

Joseph, O. B., & Uzundu, N. C. (2024). Professional development for STEM Educators: Enhancing teaching effectiveness through continuous learning. *International Journal of Applied Research in Social Sciences*, 6(8), 1557-1574.

Kassabgy, O., Boraie, D., & Schmidt, R. (2001). Values, rewards, and job satisfaction in ESL/EFL. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp.213–237). Honolulu: University of Hawaii Press. Retrieved from: <http://nflrc.hawaii.edu/PDFs/SCHMIDT%20Values,%20rewards,%20and%20job%20satisfaction.pdf>

Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of in-service education*, 31(2), 235-250.

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy (Revised and Updated Edition)*. Cambridge Books.

Kraft, M. A., & Papay, J. P. (2014). Can Professional Environments in Schools Promote Teacher Development? Explaining Heterogeneity in Returns to Teaching Experience. *Educational Evaluation and Policy Analysis*, 36(4), 476-500.

- Krockover GH, Shepardson DP, Eichinger D, Nakhleh M, Adams PE (2002). Reforming and assessing undergraduate science instruction using collaborative action-based research teams. *School Sci Math* 102, 266-284.
- kumari, J., Kumar, J.(2023). Influence of motivation on teachers' job performance. *Humanit Soc Sci Commun* 10, 158.
<https://doi.org/10.1057/s41599-023-01662-6>
- Locke, E. A., & Latham, G. P. (1990). *A Theory of Goal Setting and Task Performance*. Prentice-Hall.
- Locke, E. A., & Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey. *American Psychologist*, 57(9), 705-717. doi:10.1037/0003-066X.57.9.705
- Lowden, C. (2005). Evaluating the impact of professional development. *The Journal of Research in Professional Learning*, 1-22. Published by the National Staff Development Council.
- MacKeracher, D., Stuart, T., and Porter, J. (2006). *Barriers to participation in adult learning*. University of New Brunswick.
- Majasan, J.A. (1995). *The teachers' profession. A manual for professional excellence*. Ibadan: Spectrum Books Limited.

- Maslow, A. H. (1943). *A Theory of Human Motivation*. *Psychological Review*, 50(4), 370-396. doi:10.1037/h0054346
- Masuda, A. M., Ebersole, M. M., & Barrett, D. (2013). A qualitative inquiry: Teachers' attitudes and willingness to engage in professional development experiences at different career stages. *Delta Kappa Gamma Bulletin*, 79(2), 6-14.
- McDonough, S. H. (2007). *Motivation in ELT: Frameworks and Theories*. In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching* (pp. 849-861). Springer.
- McMillan, D. J., McConnell, B., & O'Sullivan, H. (2014). Continuing professional development – why bother?. Perceptions and motivations of teachers in Ireland. *Professional Development in Education*, 42(1), 150–167. doi: <https://doi.org/10.1080/19415257.2014.952044>
- Meirovitz, T., Russak, S., & Zur, A. (2022). English as a foreign language teachers' perception regarding their pedagogical-technological knowledge and its implementation in distance learning during COVID-19. *Heliyon*, 8(4).
- Meister, D. G. (2010). Experienced secondary teachers' perceptions of engagement and effectiveness: A guide for professional development. *Qualitative Report*, 15(4), 880-898.
- Merriam, S. B. (2001). Andragogy and self-directed learning: Pillars of adult learning theory. *New directions for adult and continuing education*, 2001(89), 3.

Miller JW, Martineau LP, Clark RC (2000). Technology infusion and higher education: changing teaching and learning. *Innov Higher Educ* 24, 227-241.

Ministry of National Education. (2023). 31-2023 report. <http://www.mebnet.net/sites/default/files/31-2023.pdf>

Newmann, F.M., King, M.B., & Youngs, P. (2000). Professional development that addresses school capacity: Lessons from urban schools. *American Journal of Education*, 108, 259-299

Ministry of National Education and Culture. (2022). 2021-2022 MEKB İstatistik Yıllığı [Statistical Yearbook]. Retrieved from http://eohd.mebnet.net/sites/default/files/2021-22_MEKB_IstatistikYilligi.pdf

Ngidi, N. F. N. N. (2014). *Psychosocial interaction model and barriers to participation in adult learning: A case of community caregiver training in Gauteng* (Doctoral dissertation, University of the Western Cape).

Nias, J. (2005). *Why Teachers need their Colleagues: A Developmental Perspective*. In: Hopkins, D. (eds) *The Practice and Theory of School Improvement*. Springer, Dordrecht. https://doi.org/10.1007/1-4020-4452-6_12

Ofojebe, W. N., & Ezugoh, T. C. (2010). Teachers' motivation and its influence on quality assurance in the Nigerian educational system. *An International Multi-*

Disciplinary Journal, Ethiopia, 4(2), 398-417.
<https://doi.org/10.4314/afrev.v4i2.58351>

Oga-Baldwin, W. & Praver, M. (2007). The motivated language teacher: Work satisfaction in a Japanese context. In K. Bradford Watts, T. Muller, & M. Swanson (Eds.), *JALT2007 Conference Proceedings*. Tokyo: JALT. Retrieved from <http://jaltpublications.org/archive/proceedings/2007/E049.pdf>

Okonkwo, S.N. (1997). Job satisfaction and the work behaviour of the Nigerian teachers. In Ndu, A.N.; Ocho, L.O. and Okeke, B.S (Eds.). *Dynamics of educational administration and management – The Nigerian perspective*. Awka: Meks Publishers Limited.

Organisation for Economic Co-operation and Development (OECD). (2014). *TALIS 2013 results: An international perspective on teaching and learning*. Retrieved from http://www.istruzione.it/allegati/2014/OCSE_TALIS_Rapporto_Internazionale_EN.pdf

Organization for Economic Co-operation and Development (OECD). (2009). *Creating Oxford Intensive School of English. (2006). Professional development and technology integration*. OISE.

Padwad, A., & Dixit, K. (2014). Continuing professional development policy ‘Think Tank’: An innovative experiment in India. *the continuing professional development of English language teachers*, 249.

- Park, S., Oliver, J. S., Johnson, T. S., Graham, P., & Oppong, N. K. (2007). Colleagues' roles in the professional development of teachers: Results from a research study of National Board certification. *Teaching and Teacher Education*, 23(4), 368-389. <https://doi.org/10.1016/j.tate.2006.12.013>
- Payne, D. & Wolfson, T. (2000). Teacher professional development: The principal's critical role. *NASSO Bulletin*, 84(13), 13-21.
- Pennington, M. C. (1995). Work satisfaction, motivation and commitment in English as a second language. Retrieved from the ERIC database. (ED404850)
- Rzejak, D., Künsting, J., Lipowsky, F., Fischer, E., Dezhgahi, U., & Reichardt, A. (2014). Facets of teachers' motivation for professional development—Results of a factorial analysis. *Journal for Educational Research Online/Journal für Bildungsforschung Online*, 6(1), 139–159.
- Rasheed, M.I., Humayon, A.A., Awan, U. and Ahmed, A.u.D. (2016), "Factors affecting teachers' motivation: An HRM challenge for public sector higher educational institutions of Pakistan (HEIs)", *International Journal of Educational Management*, 30(1), 101-114.
- Reed, J. S., & Marsden, P. V. (1980). Leisure Time Use in the South: A Secondary Analysis.
- Reeve, J. (2018). *Understanding Motivation and Emotion (7th ed.)*. Wiley.

- Renninger, K. A., & Hidi, S. (2016). *The Power of Interest for Motivation and Engagement*. Routledge.
- Rets, I., Astruc, L., Coughlan, T., & Stickler, U. (2022). Approaches to simplifying academic texts in English: English teachers' views and practices. *English for Specific Purposes*, 68, 31-46.
- Richards, J. C., & Schmitd, R. (2003). *Longman dictionary of language teaching and applied linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics (4th ed.)*. Routledge.
- Rubenson, K. (1977). Participation in recurrent education, Paris: Center for Educational Research and Innovations. Organisation for Economic Cooperation and Development.
- Ryan, R. M., & Deci, E. L. (2000). *Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being*. *American Psychologist*, 55(1), 68-78. doi:10.1037/0003-066X.55.1.68
- Ryan, R. M. & E. L. Deci. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54-64. doi:10.1006/ceps.1999.1020

- Sadeghi, K., & Richards, J. C. (2021). Professional development among English language teachers: challenges and recommendations for practice. *Heliyon*, 7(9).
- Scanlan, C. L. (1986). *Deterrence to Participation an Adult Education Dilemma*. Ohio: Eric Clearinghouse on Adult, Career and Vocational Education.
- Silva, T., Cahalan, M., & Lacireno-Paquet, N. (1998). *Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies*. Retrieved from <http://nces.ed.gov>: <http://nces.ed.gov/pubs98/9810.pdf>
- Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education*, 36, 79–104.10.1080/13598660801971658
- Soe, T. H. M., & Ni, K. M. (2020). Relationship between teachers' participation and motivation in professional development. *Journal of the Myanmar Academy of Arts and Science*, 18(9A).
- Sözcün, Z. (2015). Kıbrıs’ ta Osmanlı Dönemindeki Eğitim Sistemine Genel Bir Bakış. *Yakın Doğu Üniversitesi İslam Tetkikleri Merkezi Dergisi*, 1(2), 207-216.
- Supovitz, J., Sirinides, P., & May, H. (2010). How Principals and Peers Influence Teaching and Learning. *Educational Administration Quarterly*, 46(1), 31-56. <https://doi.org/10.1177/1094670509353043>

Teachers Registration Board of Tasmania. (n.d.). *Types of professional learning*.

Teachers Registration Board of Tasmania. <https://www.trb.tas.gov.au/types-of-professional-learning/>

The Teaching Excellence in Adult Literacy (TEAL) Center fact sheet No. 11: Adult learning theories (2011). U.S. Department of Education, Office of Vocational and Adult Education. Retrieved from https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf

Thorndike, E. L., Bregman, E. O., Tilton, J. W., & Woodyard, E. (1928). *Adult Learning*. New York: Macmillan.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The Differential Antecedents of Self-Efficacy Beliefs of Novice and Experienced Teachers. *Teaching and Teacher Education*, 23, 944-956.
<https://doi.org/10.1016/j.tate.2006.05.003>

Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature* (pp. 7-9). Paris: International institute for educational planning.

Vroom, V. H. (1964). *Work and Motivation*. Wiley.

Walczyk JJ, Ramsey LL (2003). Use of learner-centered instruction in college science and mathematics classrooms. *J Res Science Teach* 40, 566-584

Wiklund, R. K., Reder, S., & Hart-Landsberg, S. (1992). *Expanding theories of adult literacy participation: A literature review*. National Center on Adult Literacy.

Williams, D. J. (2013). Urban education and professional learning communities. *Delta Kappa Gamma Bulletin*, 79(2), 31.

Woolfolk Hoy, A. and Burke Spero, R. (2005) Changes in Teacher Efficacy during the Early Years of Teaching: A Comparison of Four Measures. *Teaching and Teacher Education*, 21, 343-356. <http://dx.doi.org/10.1016/j.tate.2005.01.007>

Zhang, S., Shi, Q., & Lin, E. (2019). Professional development needs, support, and barriers: TALIS US new and veteran teachers' perspectives. *Professional Development in Education*, 46(3), 440–453. <https://doi.org/10.1080/19415257.2019.1614967>

Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *Journal of Education for Teaching*, 47(5), 714–731. <https://doi.org/10.1080/02607476.2021.1942804>

Zhang, Z., Wang, Q., & Wu, Y. (2021). Continuous Professional Development in Chinese Schools: Current Trends and Future Directions. *Educational Review*, 73(1), 73-91. doi:10.1080/00131911.2019.1608331

APPENDICES

Appendix A: Permission from Ethics Committee



**Eastern
Mediterranean
University**

Socrates Sk. / Str.,
99628, Gazimağusa, KUZey KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 4044
Faks/Fax: (+90) 392 630 4038
<http://fedu.emu.edu.tr>

EDUCATIONAL SCIENCES ETHICS SUB-COMMITTEE

Reference No: ETK00-2024-0062

01.04.2024

Subject: Application for Ethical Approval

Dear: Seval Akgürel (21505135)

Your application regarding your master's thesis on "English Language Teachers' Motivation Towards In-Service Training in North Cyprus" under the supervision of Assist Prof. Dr. İlkey Gilanlioğlu at Eastern Mediterranean University has been examined and approved in the meeting, dated 28 March 2024 and numbered 2024/151, by the Educational Sciences Ethics Sub-Committee at Eastern Mediterranean University.

I wish you success in your work

Regards

Prof. Dr. Sıtkıye KUTER
Head of Educational Sciences Ethics Sub-committee

www.emu.edu.tr

Appendix B: Permission Letter from National Ministry of Education of TRNC



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLÎ EĞİTİM BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : GOÖ.0.00-174/06-24/E.6169
Konu : Seval Akgürel' in Bilimsel Araştırma
Başvuru Formu Anket Hakkında

15 Nisan 2024

Sayın Seval AKGÜREL
KKTC

İlgi : 5 Nisan 2024 tarihli ve TTD.0.00-174/06-24/E.703 sayılı yazınız.

Talim ve Terbiye Dairesi Müdürlüğü'nün ilgi yazısı uyarınca **"English Language Teachers' Motivation Towards In-Service Training in North Cyprus"** konulu ölçek sorularının gizlilik ve gönüllülük ilkelerine riayet edilerek uygulanması uygun görülmüştür.

Ancak soruları uygulamadan önce çalışmaya katılacak olanların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, soruların hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Soruları uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.

 e-imzalıdır
Cengiz Topel UZUN
Daire Müdürü

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gereği bu belge elektronik imza ile imzalanmıştır.
Doğrulama Kodu: D3C53188-0DF6-48EC-AEDB-3DEBEE19871F Doğrulama Adresi: <https://e devlet.gov.tr/kktc-dogrulama-ebys>
ŞİT. MEHMET HASAN TUNA SOK. NO.5 YENİŞEHİR 99010 Lefkoşa Bilgi için: Sonay YAMAN
2288745 4.Derece Katip Yardımcısı

Appendix C: Consent Form of The Survey

Dear English Language Teachers;

I would like to invite you to participate in “**English Language Teachers’ Motivation Towards Professional Development in North Cyprus Survey**”. The purpose of this survey is to find out about your experiences in professional development activities within the last 12 months. I will use the information I gather to determine which factors affect your participation in professional development activities.

Your participation in this survey is voluntary. Your individual responses will remain strictly confidential and will never be shared with the principal of the school and superintendent of the district. The survey will take about 15 minutes to complete.

If you have any questions about this survey, please contact

Seval Akgürel at 05338482538 or by email at seval_akgurel@hotmail.com, or

Asst. Prof. Dr. İlkay Gilanlioğlu at 05428633434 or by mail at ilkay.gilanlioglu@emu.edu.tr

Thank you very much for your participation.

We would like to provide you some information about the research before you decide whether to participate in the study or not.

This research,

✓ does not pose any risks to the participants

☒ Biological material(s) will not be used.

✓ This study is being carried out within the scope of a scientific research.

✓ The participation in the research does not pose any financial responsibilities on the participants.

✓ It depends on you whether to participate or not in the research. You can withdraw from the research in any stage of the research process.

✓ The researcher could decide that your participation in the research is no longer beneficial to the process and can terminate your participation in any stage of the research process.

✓ All the personal data collected within the scope of this research will be kept confidential in all stages of the research.

✓ At the end of the study, you can request the public information and results of the research from the researcher.

✓ You are entitled to ask questions to the researcher regarding research questions and request answer for your questions.

I declare that I willingly agree to participate in the mentioned research, of my own accord, without any pressure or coercion, in a voluntary manner.

☐ I agree to participate

Appendix D: The Survey

A. Demographic Questions

Please choose the option that best describes you.

Age	☐ Under 25 ☐ 25 to 29 ☐ 30 to 39 ☐ 40 to 49 ☐ 50 to 59 ☐ 60 and more
Gender	☐ Female ☐ Male
Teaching Experience	☐ 1-2 years ☐ 3-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ More than 20 years
Education Level	☐ Bachelor's degree ☐ Master's degree ☐ Doctorate degree
Town of workplace	☐ Nicosia ☐ Famagusta ☐ İskele

The following questions will ask you about your experience in professional development activities.

A “professional development activity” is defined as “any formal training organized by the government for a determined time and place in order to update and/or improve teachers’ content and pedagogical content knowledge.”

B. Internal and External Factors Affecting Teachers’ Participation in CPD activities

B.1 Teachers’ attitudes toward professional development

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strongly agree</i>
1. Professional development activities are necessary for teachers.	1	2	3	4	5
2. Professional development activities help teachers to develop their instructional skills.	1	2	3	4	5

3. Professional development activities are valuable enough to justify the time spent.	1	2	3	4	5
4. Participating in professional development activities make me feel better about myself.	1	2	3	4	5
5. The best way for teachers to learn more is to participate in professional development activities.	1	2	3	4	5
6. I enjoy participating in professional development activities.	1	2	3	4	5

B.2 Teachers' self-efficacy

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
7. I am able to successfully teach all relevant subject content to my students.	1	2	3	4	5
8. When I try really hard, I can teach even the most difficult students.	1	2	3	4	5
9. I have enough ability to be responsive to my students' learning needs.	1	2	3	4	5
10. I can motivate my students to participate in learning activities.	1	2	3	4	5
11. I am already a good teacher.	1	2	3	4	5

B.3 Time

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree

12. The available professional development activities are scheduled at convenient times.	1	2	3	4	5
13. I have time to regularly attend offered professional development activities.	1	2	3	4	5
14. Professional development activities are not offered at the time when I am available.	1	2	3	4	5
15. Family responsibilities make it difficult for me to participate in professional development activities beyond the work day.	1	2	3	4	5
16. Teaching-related duties prevent me from participating in professional development activities beyond the work day.	1	2	3	4	5

B. 4 Funding

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
17. Salary supplements would encourage me to participate in professional development activities.	1	2	3	4	5
18. I would rather do extra-curricular activities for pay than participate in professional development activities.	1	2	3	4	5
19. Expenses for travel prevent me from participating in professional development activities.	1	2	3	4	5
20. Additional costs related to childcare/babysitting prevent me from participating in professional development activities.	1	2	3	4	5
21. Lack of funding for additional personnel to cover classes prevents me from participating in professional development activities.	1	2	3	4	5

B. 5 Principal Influence

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strongly agree</i>
22. <i>My principal encourages me to participate in professional development activities.</i>	1	2	3	4	5
23. <i>My principal expects me to participate in professional development activities.</i>	1	2	3	4	5
24. <i>My principal removes barriers preventing me from participating in professional development activities.</i>	1	2	3	4	5
25. <i>My principal provides resources for participation in professional development activities.</i>	1	2	3	4	5
26. <i>My principal values professional development activities.</i>	1	2	3	4	5

B. 6 Colleague Influence

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strongly agree</i>
27. <i>My colleagues and I share common values related to professional development activities.</i>	1	2	3	4	5
28. <i>My colleagues encourage me to participate in professional development activities.</i>	1	2	3	4	5
29. <i>My colleagues and I participate in professional development activities together.</i>	1	2	3	4	5
30. <i>There is a culture among my colleagues that encourages me to participate in professional development activities.</i>	1	2	3	4	5
31. <i>My colleagues and I share a common understanding related to teacher development.</i>	1	2	3	4	5

B. 7 School Culture

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Unsure</i>	<i>Agree</i>	<i>Strongly agree</i>
<i>22. In my school all of the staff agree on common values about student learning and teaching.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>23. In my school we share the belief that teachers can learn to improve student achievement.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>24. The staff in my school collaborate often to improve student learning</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>25. Our school goals are based on knowledge of our students' learning.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>26. The working environment in my school is positive and supportive.</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Thank you for participating.

Appendix E: Consent Form of The Semi-structured Interview

Adult Participant Debriefing and Volunteering Form (age of 18 and older)

N.B. We would like to provide you some information about the research before you decide whether to participate in the study or not.

1. Research Title: English Language Teachers' Motivation Towards Professional Development in North Cyprus

2. Information about the Researcher:

Name-Surname: Seval Akgürel İlkey Gilanlioğlu

Title: Teacher Assist.Prof.Dr.

Address: Gazimağusa Lefkoşa

Phone: +905338482538 +905428633434

Date: 01.06.2024 01.06.2024

Signature:

Objective of the Research:

- To identify the internal factors influencing teachers' participation in professional development (PD) activities.
- To explore the external factors affecting teachers' engagement in PD.

4. With this form, you are invited to participate in the above-mentioned study.

5. Duration of the Research: approximately 30 minutes

6. This research,

☒ does not pose any risks to the participants.

☐ involves the below-mentioned risks:

1. _____
2. _____
3. _____

7. The following procedures will be conducted during the research:

An online semi-structured interview will be applied. Prior to the administration of the interview, an informed consent form (Adult Participant Debriefing and Volunteering Form) will be provided. The online interviews will be recorded with the participants' permission.

☒ Biological material(s) will not be used.

☐ Biological material(s) will be used.

As a biological material, _____ sample will be collected from you within the scope of this research.

The collected biological material will be used for

☐ The collected biological material(s) will not be stored.

☐ The collected biological material(s) will be stored for a duration of

The reason(s) of storing the sample collected from you is/are

8. This study is being carried out within the scope of a scientific research.
9. The participation in the research does not pose any financial responsibilities on the participants.
10. It depends on you whether to participate or not in the research. You can withdraw from the research in any stage of the research process.
11. The researcher could decide that your participation in the research is no longer beneficial to the process and can terminate your participation in any stage of the research process.
12. All the personal data collected within the scope of this research will be kept confidential in all stages of the research.
13. At the end of the study, you can request the public information and results of the research from the researcher.
14. You are entitled to ask questions to the researcher regarding research questions and request answer for your questions.

Participant's Declaration:

15. I have been informed about the above-mentioned research. I read and understand the relevant text on the matter.
16. I have not encountered any coercive behavior regarding my participation in the research.
17. I understand that if I choose not to participate in the study, it will not cause any harm to me.
18. I understand that I can contact the researcher if I have any questions after the completion of the research.

I declare that I willingly agree to participate in the mentioned research, of my own accord, without any pressure or coercion, in a voluntary manner.

Volunteer/Participant (or parent/guardian)

Name-Surname:

Address:

Phone:

Signature:

Date:

Attestator/Witness (if required)

Name-Surname: Seval AKGÜREL

Address: Yeniboğaziçi / Gazimağusa

Signature:

Phone: +905338482538

Date: 01.06.2024

Appendix F: The Semi-structured Interview

1. Teachers' Attitudes Toward Professional Development:

- Can you explain the significance of professional development activities for teachers such as yourself?
- Have you participated in any professional development activities recently? If yes, which one(s)? What did you think of it / them?

2. Teachers' Self-Efficacy:

- How do you handle situations where students are having difficulties in learning?
 - Which techniques have you discovered to be most successful in helping their learning?

3. Time Constraints:

- Have you had any difficulty scheduling after-school professional development programmes?
 - Have you faced any problems taking care of your family?
 - Any other challenges?
- Have there been times when you found it difficult to participate in professional development activities because of your teaching responsibilities?

4. Funding and Resource Allocation:

- How important are pay bonuses or salary rewards in motivating teachers to engage in professional development activities?
- Can you describe any financial barriers that have stopped you from participating in professional development?
 - Was childcare or travel related to those financial barriers? If yes, how?
 - Any others?

5. Principal and Colleague Influence:

- What effect does your principle have on creating an environment that encourages teachers to engage in professional development?
- Can you share any such attempts by your principle?

6. School Culture:

- Can the school environment contribute to your professional development?
- In what ways does the school environment at your school help in your own development as a professional?

7. Closing

- Do you have any other experiences of professional development to share?
- Do you have any other comments on professional development in general?