

Teacher Self-Motivation & Student Achievement in Connection to Professional Growth

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Abstract

In an effort to enhance professional development, a study of the relationship between student achievement and teacher self-motivation was carried out in some Sri Lankan schools. It requires a workforce that is active and composed of well-trained, developed individuals to survive. Consequently, a teacher's internal motivation to enhance his methods is what propels him to become a qualified educator who can meet the demands of others. Teachers have to acknowledge and prioritize their professional development needs if they are to do their professions effectively. In order to comprehend the current critical

problems in the education sector, it is necessary to recognize the relationship to student achievement. The research literature indicates that examining the nature of teacher self-motivation for professional growth is a challenging issue. The study has revealed that a range of occupational criteria and non-occupational determinants contribute to the determination of teacher self-motivation. In this study, 200 teachers, 105 students in 1AB, 1C, and Type 2 schools in Gampaha District, Minuwangoda Education Zone, Sri Lanka, were selected according to multistage random sampling method and 5 principals were selected using stratified random sampling method. Pilot tests were conducted to validate the use of a structured questionnaire approach with 5-Likert and interview technique as the primary sources of data gathering. Thematic analysis was used to examine the qualitative data, while descriptive statistical methods and Pearson's correlation coefficient were used to study the quantitative data. The majority of respondents were female teachers (84.9%) who had either obtained professional experience (88%) prior to or following

their entry into the teaching profession. Furthermore, a teacher's self-motivation for professional development could be evaluated via descriptive statistical techniques, that would indicate 57.8% of the sample was either minimally or not motivated at all. However, it became clear from the principals' and teachers' interviews that there are a variety of non-work-related and work-related causes for this. As a result, it becomes necessary to set up efficient programs to increase teachers' motivation for professional growth.

Keywords: teacher self-motivation, teacher self-motivation level, teacher professional development, student performance

Introduction

There are still lots of significant issues that need to be fixed in Sri Lanka's education system, even if many reforms and recommendations have resulted in positive changes (Department of Research and Development, 2017). According to studies done by the National Education Commission (2014), 20% of Sri

Lanka's government schoolteachers were still employed in 2012 despite lacking the necessary qualifications since the country does not have a set policy for recruiting new teachers. It has been further emphasized that this circumstance has emerged because continuing employment as a teacher does not require an advanced degree in education. According to Jayasuriya (1978), who examined the formation and progression of Sri Lanka's educational policies from 1948 to 1979, The background and preparation of those chosen for the teaching profession in terms of their educational background or experience have not improved much, and current party politics, bureaucracy, and control policies regarding teacher supply and appointment have led to even newly hired teachers continuing to work in the classroom despite their lack of formal training. Evidence suggests that it has evolved into a climbing aid rather than an artistic or intellectual community.

Researchers believe that one major factor contributing to the creation of these disparities is the lack of a widely acknowledged agreement on the standards that

teachers in Sri Lanka need to achieve. According to Jayawardena (2012), there is currently no clear strategy in place for the recruitment of teachers for Sri Lankan schools, and there are eighteen different types of teachers involved in the teaching and learning process. According to a study by Little (2000), Unfortunately, access to vocational education influences one's ability to get the credentials required to obtain employment in many developing nations. This detrimental effect directly benefits the pupil. The quality of education has declined when individuals have made the advancement of their professional life only focused on gaining entry into a given field. Students with different levels of learning difficulties are present in Sri Lankan classrooms. The national level is now experiencing difficulties with this (Jayawardena, 2013, p. 13). Based on the most recent statistics from the examination department, the differences in students' schooling may be seen in nearly every national exam. Exam pass and exam failure rates vary significantly from one another. The passing rate for candidates who took the scholarship

exam in 2019 was 14.4%. 66.1% of the sample falls between 100 and 50 points (Abeysekara, 2019, p. 15). Additionally, the general exam has a 65.8% pass rate for all topics. As a result, 34.1% of students dropped every course. 2.29% of those did not pass any subjects at all. In numerals, it is 7007. From 2012 to 2019, this figure shows a slowdown in change. (Department of Education, 2019, p.3). The teacher has become the person who can directly influence the creation of this national-level problem. However, it is evident that a variety of internal and external factors contribute to teachers' self-motivation to pursue teacher professional development.

Literature Review

Theoretical Background

According to Maslow (1943), a person's requirements are organized into a single hierarchy that goes from the lowest to the greatest level depending on the desire to satiate each need, starting with the existence, following the fulfillment of basic needs like safety and

love, attention must be directed toward impending psychological demands like success, approval, and recognition, as well as needs related to education, career growth, skill acquisition, and self-improvement. Furthermore, self-efficacy, or self-efficacy, is defined as an individual's capacity to perform a certain task through motivated behavior, according to Bandura (1982). No matter how challenging a task is, it can only be completed if motivation is present and persists even in the face of unfavorable feedback. Teachers demonstrate great self-esteem and a commitment to excellent performance by establishing personal goals for their professional development. When there is a lack of pride, there is also a lack of activity and routine instructional activities that do not emphasize development or demonstrate excellent performance. However, the two-factor theory proposed by Herzberg and others states that demotivation is also influenced by safety factors that are not directly related to work, such as work policies, supervision, and the nature of the work itself. Safety factors that are directly related to work, such as achievement, acceptance,

responsibility, and growth opportunities, positively affect motivation. Additionally, the degree of motivation rises because of elements directly related to job satisfaction or happiness. According to House & Wigdor (1967) and Giroux (1960), this suggests that a person with high levels of professional motivation is produced when sad or health-related factors are transformed into satisfaction-related factors. These concepts make it clear that professional growth results from accomplishments, acknowledgment, advancement in one's career, and self-motivation to obtain the required high-level qualification by meeting the teacher's expectations for a high standard of performance.

Factors Affecting Teacher Self-motivation for Professional Development

Individual Elements

Salifu et al. (2013) declare that attitudes and desires, along with the satisfaction one gains from teaching, the drive to increase one's recognition in the field, and

the capacity to evaluate one's own abilities based on the accomplishment of professional development, can all be classified as personal factors. that instructors take part in programs for professional development according to their aptitude. Lilia and Ifoma (2015) point out that this is also due to the internal desire to develop recognition and personality through the career. The nature of teacher growth is said to be influenced by the teacher's personality in terms of flexibility, rigidity, externalization, internalization, self-efficacy, and linguistic intelligence, according to Darlin Hammon et al. (2009), who offer an additional review. On the other hand, these characteristics also boost student achievement and emphasize that teachers should think carefully about how to apply new concepts found through professional development. There, a teacher's personality is related to their ability to try various learning styles, plan various activities, demonstrate to the students the proper objectives, be open to accepting the ideas of the students, stimulate the students in a manner that is engaging, listen to the students' thoughts, etc. They

have made that clear. On the other hand, Zhaohui and Anning (2020) offer an alternative perspective, stating that a study carried out in China involving university professors has demonstrated that most of them are unable to take part in development programs because of their schedule-bound work and family obligations. This makes it clear that, while considering teacher development programs, personal causal factors are impacted in addition to personal causal factors.

Factors Related to Occupation

It has been suggested that teachers serve as an external motivator for participating in professional activities when professional learning activities are required and stringent policies and procedures are in place (McMillan et al., 2016). The opposing perspective of Shang et al. (2021) states that professional growth should be pursued in order to strengthen oneself due to the strong pressure one faces in the workplace and the necessity of overcoming obstacles in one's career. For pre-service training and ongoing professional development requirements, teachers are also directed

to the teacher development route (OECD, 2009). According to Munyengbe (2016) similar-minded people, teachers are self-motivated to engage in professional development activities that are essential for their advancement and promotion. Furthermore, a study conducted in Romania by Gultekin and Akara (2014) found a correlation between teacher development and compensation increases for teachers; hence, professional development initiatives also center on the significance of salary increases. On the other hand, teachers with high levels of professional competence are more likely to be accepted than those with lower qualifications, according to Lilia and Ifoma (2015), who offer a different perspective. This has an impact on the willingness to concentrate on professional development. However, based on their prior learning experiences, McMillan et al. (2016) note that teachers want to learn more and further their professional growth.

Factors Connected with School

According to McMillan and others (2016), the achievement of the professional development goal is made possible by the school's policies and interpersonal relationships, as well as by the opinions of other educators, administrators, heads of school institutions, and peers, as well as by providing the required space in the school. It is feasible to acknowledge its existence. Contrary to popular belief, Thornen and others (2011) emphasize that school values encourage teachers to understand the duties entrusted to them, which promotes professional development. According to Shang et al. (2021), Chinese teachers are under a great deal of work pressure since they must successfully navigate the difficulties that exist there. Lilia and Ifoma (2015), who provide a thorough analysis in this area, point out that modifications in the Nigerian educational system are closely tied to factors like shifts in the makeup of the student body in the classroom. However, Boru (2018) asserts that the primary driver of teachers'

attention to professional development in Turkey is the student, and that the latter's emphasis on increasing learning productivity has inspired educators to both increase their own teaching and serve as external sources of motivation for professional development. A different finding is presented by Hung and Chili (2017), who suggest that teachers' referrals to development programs are influenced by the school's location. via carrying out a survey among teachers employed in remote areas of Taiwan, they identify several contributing factors, including inadequate facilities, limited transportation options, a high teacher-to-student ratio, students' divergent skill sets, and their tendency to engage in extracurricular activities with their parents. that teachers' motivation has declined. It has been demonstrated as a result that teachers are lethargic and don't participate much in teacher development. This makes it clear that the development of teacher self-motivation is directly correlated with the school.

Elements Related to Professional Development

Currently, government and non-government organizations that support teacher development in Sri Lanka offer an abundance of both long-term and short-term opportunities for growth. Among these are the government institutions that are renowned for their activities: government universities, the National Institute of Education, the Ministry of Education's development programs and those run by teacher training centers, the Open University, and foreign universities that have started teacher development initiatives as non-governmental organizations (Department of Research and Development, 2017).

Furthermore, teachers can obtain the required professional development opportunities at the school level with the help of the school-based management system (Setunga et al., 2016). As per the findings of Little's (2000) pilot study in the Gampaha district, which examined the implementation of the 1998 education reforms in Sri Lanka, teachers' comprehension of the new changes indicates that the

environment necessary to prepare students for high-quality primary education has not yet been established. Research has demonstrated that insufficient advice for educators and inadequate training in the use of textbooks, workbooks, and teacher guides have resulted in unsuccessful teaching. It has also been underlined that there are a number of causes, including inadequate supervision procedures, inadequate training for teachers and teacher training institutions, and improper evaluation of teacher preparation.

The retrospective study on the need for professional development among Sri Lankan public school teachers conducted by Kasturiarachchi (2019) reveals that most schools have not used the internal monitoring mechanism to identify the training needs of their teachers. It has also been noted that the training needs of teachers have not been adequately identified by even the institutions that train teachers in the future. Additionally, Wanasinghe (2001) asserts that teacher training programs function like exam houses and that the training provided to educators is merely certificate-

granting. Various criticisms also suggest that there is no relationship between the knowledge acquired during teacher preparation programs and the operation of educational institutions. It is noted as a result that a cohort of teachers has been produced who are insensitive to the modifications made to the educational system. There exist four development programs in Malta that lead to ongoing professional development, as per the findings of a study carried out by Calleja (2018). According to that, Professional development sessions are held after school hours, school development meetings and days are held during school hours and professional development programs related to the adhering to year are implemented annually in September. These programs are conducted after school hours, during school hours, and at the end of the year. Teachers often participate in a number of programs in Europe, as noted by the OECD (2009), providing a high degree of disclosure on this. Furthermore, the majority of teachers participate in professional development workshops and courses. 96% of educators in Estonia and Lithuania and 92% of

educators in Australia have said that they are participating in this. Also, studies have shown that most European teachers are driven to attend conferences and workshops, professional development courses, and other educational events in addition to teaching at other schools.

Research Methodology

Design of the Study

The nature of self-motivation and preparedness to participate in professional development, a sociologically complicated process related to the role of the teacher, was studied using concurrent mixed design triangulation. According to Creswell, Fetters and Lavankova (2004) it is indicated that the ability to carry out all activities quantitatively and qualitatively with equal priority is possible by using the simultaneous mixed layout method. It is evident that both quantitative (QUAN) and qualitative (QUAL) are simultaneously implemented in both steps of parallel data collection and analysis through the simultaneous

triangular design, according to Almeida (2018), who further supports this concept. Escarti (2010) provides additional confirmation of this point, stating that research has demonstrated that an in-depth examination of an individual's internal conditions and skills-which are related to development, responses, responsibility levels, knowledge, and subject achievements for various studies-can be carried out using a combination of methods. In light of this, the teacher's desire to meet his psychological requirements in order to advance in his career, succeed, be accepted, and so on is influenced by internal personal characteristics such as age, gender, ideas, views, and attitudes. This has made it feasible to determine how things are happening in relation to external factors, such as causes and reasons pertaining to the student, both statistically and qualitatively. It is therefore evident that this approach best captures the essence of teachers' intrinsic self-motivation.

Sample

The demographic region to which the research's conclusions are applied is Gampaha District, a significant district in Sri Lanka's Western Province. In addition, Minuwangoda, one of the thirteenth divisional administrative divisions of Gampaha district's densely inhabited areas, was the target demographic for whom the research was launched. Based on the 2020 school census data, the population selected for the selection framework was selected. In order 1AB, 1C, and Type 2 of schools from the Minuwangoda and Mirigama divisions of the Minuwangoda education zone were chosen as the sample in order to gather data for the study. In Minuwangoda and Mirigama division, there are a total of 44 1AB, 1C, and 2 type schools with 11 grades and 5 grades. Using a multi-stage random sample approach, 20 schools have been chosen as Two 1AB schools, Four 1C schools, and Fourteen Type 2 schools, respectively. Furthermore, this study included 200 of the school's 200 teachers, 75 students in the

11th grade, 30 students in the 5th grade, and five principals from one unit in each level. Additionally, using the stratified random sampling method, 20 teachers and 20 students who shared the same characteristics as the sample chosen for the pilot test were chosen.

Study Objectives

- ❖ *Examining teachers' level of self-motivation towards professional development.*

The level to which teachers are self-motivated to participate in professional development on their own initiative has been determined under this purpose. A five-point scale with seven items (Michel, 2010; Olube, 2006; Karabenik and Connelly, 2011; Akiba et al., 2016 and OECD, 2010) is used to determine one's level of self-motivation for professional growth. Because teacher self-motivation is a desire that comes from within, it is especially a scenario that requires closer examination than what is initially established. The combination of superiority and

humility in an individual determines their capacity and motivation to concentrate on their professional progress. As a result, via the careful use of both quantitative and qualitative methodologies, numerous items that were not able to be discovered through teacher questionnaires or interviews have been identified. The data triangulation has directly contributed to gaining disclosures from the sampled teachers and principals in order to give an effective disclosure of this.

❖ *Examining the types of variables that influence teachers' motivation for professional growth.*

This second objective relates to the factors that have led teachers to refer students to professional development programs. Additionally, the study examines the positive and negative motivations that teachers encounter within the context of education. The effect of the causal variables connected to professional development institutions, the effect on the teacher's career, the effect on the teacher professionally, and the type of

effect on the teacher's personal life are the four primary factors. The present study drew upon the research findings of McMillan et al. (2009), Littel (2016), Hammon et al. (2016), and Thonen et al. (2011), with a particular emphasis on their 2011 research. Specifically, questionnaires and interviews have yielded information about the four main components listed above about this goal. As a result, it has been feasible to pinpoint the different factors that influence teachers employing teacher development programs. Acquiring data not only from teachers but also from principals demonstrates balanced transparency.

Instruments of Data Collection and Analysis

The questionnaire technique was employed by the researcher to obtain direct data from the candidates. The online approach was utilized to administer the questionnaire to the chosen sample. Each group of teachers got an individual email address to respond to. The questionnaire used a Likert five-point scale with seven research items to determine the respondents'

level of self-motivation for professional growth. To identify the reasons that affect the professional development of teachers, consisting of 17 research items under 6 categories, the effects of teacher attitudes related to the teaching profession, the effects of professional effects, the effects of reciprocal reasons, the effects of the student and the classroom, related to professional development institutions. Likert's five-point scale was used to identify the effects of causes and personal effects. The score ranges related to the scales from 1-5 were measured according to the model used by Limson (2016). Scales used for research accuracy are used to assemble and reveal quantitative data related to acquiring reliable and valid data. Here, the Cronbach's alpha value was used to determine the reliability of the data from both the teacher's pilot test and the main test. According to the information revealed there, the Cronbach's value of the teacher pilot test of the research instrument related to the 7 items of self-motivation was calculated as .955 and the Cronbach's value of the real test was calculated as .955 and the Cronbach's value of the

teacher pilot test related to the 16 items of the factors affecting teacher self-motivation was .810. The actual test also had a Cronbach's value of .810. According to George & Mallery (2016), internal consistency Cronbach's ratings above .9 denote high reliability, whereas values below .8 denote good reliability. Thus, it can be concluded that the second research instrument is at a good reliability level while the first research instrument listed below is at an exceptional dependability level. Therefore, it can be said that the first research instrument on the list below has extraordinary dependability, whereas the second research instrument is at a good reliability level. The validity of the research tools was further assessed using Bartlett's and the Kaiser-Meyer-Olkin (KMO) test. In light of this, it can be observed that the sample's homogeneity of variables is high as indicated by the sample's .931 KMO test score and .000 Bartlett's test score on the relevant study tool used to gauge self-motivation (George & Mallery,2016). Semi-structured interview schedules were utilized to gather data for this purpose from interviews with

teachers, students, and principals. Two subject matter experts were consulted, and two teachers, a principal, and two students who matched the sample were employed in a pilot test to verify that the schedules were accurate. That has confirmed that the interview schedule is accurate.

Utilizing statistical methods, the quantitative data has been examined. Descriptive statistical technique and parametric statistical technique are the two primary data analysis techniques that have been applied here. Descriptive data analysis technique is used to analyze the descriptive information to explore, organize, summarize the relevant data, and calculate the frequency, percentage, valid percentage and cumulative percentage frequency. To determine the nature of the score dispersion, box plots, stem, and leaves, as well as the frequency, percentage, valid percentage, and cumulative percentage frequency, one must compute the mean value and group the scores corresponding to the responses based on that mean value. Graphs and the approach are applied in accordance with the needs of the investigation.

Furthermore, the parametric statistical technique has been computed based on the significance of the research objectives, Pearson correlation coefficient, and other relevant statistical data analysis metrics. This technique can be utilized to offer an explanation of the predictions that can be accessed by the responses provided by the sample. Second, thematic analysis was conducted based on the common themes found in the responses of the relevant sample, while qualitative data analysis provided comprehensive information on the sample's responses.

Research Ethics

Research ethics ensure integrity and enable the responsible use of relevant research. For this reason, the researcher has taken great care to adhere to research ethics in this study. Consequently, in order to protect the privacy of the sample utilized in this study, the sample has made the required accommodations so that participants can take an active role and submit responses based on their preferences. In addition,

being cautious not to injure any of the sample members physically, psychologically, or verbally, and educating them on the topic of the research.

Analysis of Data

The demographic profile of the Teacher sample is shown in Table 1. As a result, 84.9% of the overall sample of teachers are Female and 15.1% are Male. Additionally, 50% of the teachers in the sample, or half of the group, have undergraduate or graduate degrees. Additionally, it is evident that there is a dearth of individuals with advanced degrees. On the other hand, it is evident that among those with degrees or higher education, 50% of those who have earned the General Certificate of Education and entered the teaching profession with additional credentials are equally represented. 88% of the teachers in the sample have some kind of professional qualification, according to the professional qualification. Additionally, 12% more people without professional qualifications are discovered in the field.

Table 1. The Demographic Profile of the Teachers

Indicator	Response	Frequency	%
Gender			
	Female	163	84.9
	Male	29	15.1
	Total	192	100
Educational Qualification			
	ME. d/MA/Above	6	3.1
	Bachelor of Education	12	6.3
	Bachelor of Arts/ Having 1 st Degree	78	40.6
	G.C.E.A/L or G.C.E.O/L	79	41.1
	Other	17	8.9
	Total	192	100
Professional Qualification			
	ME. d/MA/Above	6	3.1
	Bachelor of Education	12	6.3
	Post Graduate Dip.	49	25.5
	Primary Trainee	23	12.0
	Diploma in Education	79	41.1
	untrained	23	12.0
	Total	192	100

❖ ***Examining teachers' level of self-motivation
towards professional development***

The teacher studies the nature of working via his own inner desire to further his teaching activity as a way to achieve this purpose. Table 2 below uses descriptive statistics to show the data regarding the responses to the seven-item scale used to quantitatively assess the teacher's level of motivation to concentrate on teacher development. A median score between 4.50 and 5.00 indicates very high motivation, 3.50 to 4.49 indicates average motivation, 2.50 to 3.49 indicates moderate motivation, 1.50 to 2.49 indicates low motivation and 1.00 to 1.49 indicates very low motivation. and was computed even when no motivation was present (Giroux, 1960).

Table 2. Level of teacher motivation based on each item

Item	N	Mean	Interpretation
I believe my main priority should be professional growth	192	3.1198	Moderate level
I want to Concentrate on my professional progress	192	2.8958	Moderate level
Professional development courses my enthusiasm for teaching	192	2.9375	Moderate level
I can expand my expertise through career development	192	2.9531	Moderate level
My teaching abilities improved via professional growth	192	3.0313	Moderate level
My professional development improves student achievement	192	3.0104	Moderate level
My duty and responsibility are to prioritize my professional progress	192	2.9271	Moderate level

To further analyze this, the scores gained based on the teachers' comments were compiled, and a four-way

classification was created between the lowest and highest marks attained. Inayat & Khan (2021) utilized job satisfaction as one of the four categories, and Tremblay et.al (2009) used WEIMS (Intrinsic and Extrinsic Motivation for Service Contribution) in their research. This study has utilized the same grouping of score ranges in regard to the Minnesota scale (Martins & Proença, 2014) for measuring. As a result, the score range was categorized as follows: no motivation between 10.00 - 16.00; weak motivation between 17.00 - 23.00; average motivation between 24.00 - 30.00; and very strong motivation between 31.00 - 35.00 possesses.

Table 3. Level of teacher self-motivation towards professional development

Score range	Freq- uency	%	Cumulative percentage	Interpretation
10.00 – 16.00	71	37.0	37.0	no motivation

17.00 –	40	28.0	57.8	weak
23.00				motivation
24.00 –	78	40.7	98.5	average
30.00				motivation
31.00 –	3	1.5	100.0	very strong
35.00				motivation
Total	192	100.0		

Only 1.5% of the teacher sample is extremely highly motivated for professional growth, according to this table, while 40.7% are only moderately driven. As a result, it is apparent that 42.2% of the teacher sample is driven to pursue professional growth. Additionally, it can be seen that 57.8% of the sample lacks or has little motivation. 37.0% of them are thought to be unmotivated. As a result, a significant number of teachers could be considered to lack intrinsic interest for professional development. According to Calleja's (2018) research, teachers in Malta do not appear to be

particularly motivated to pursue professional development. The lack of self-regulation and lack of self-regulation among teachers in that nation, he continued, are the cause of the low level of motivation for ongoing professional growth. Additionally, the box plot below can be used to determine the scatter of the teacher-provided response scores. It is effective at determining the degree of teachers' internal motivation.

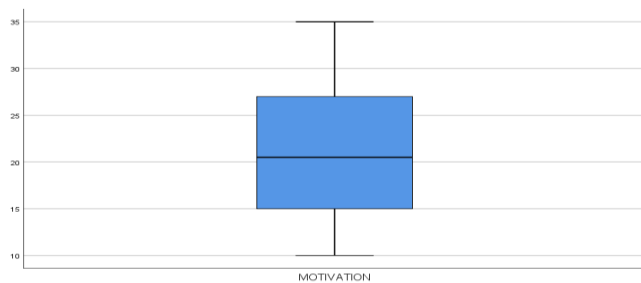


Figure 1. Teacher self-motivation for professional development score distribution

This remark indicates the location of the first quadrant of the line showing teacher replies as being on the bottom leg of the box. As a result, the first mark or the lowest mark of the teacher provided responses is

displayed as 10. It is clear how the scores of the majority of persons are dispersed within the allowed range from the start of the second quadrant to the 29 points at the end of the fourth. Additionally, the third quadrant's middle limit of marks, 28, is listed as the upper limit of the foot, while the fifth quadrant's last mark, 35, is listed as the upper limit of the mark limit. Therefore, it can be concluded that teachers' levels of self-motivated for professional development range from low motivation to average motivation.

It is verified that teachers have strong self-esteem and are reluctant to take part in required professional development programs and to learn new information. Due to these factors, it may be concluded that teachers lack the internal motivation to pursue professional development. Hammond (2010), however, who presents a different conclusion, claims that New Zealand teachers claim that some responsible behavior can be seen in New Zealand teachers' high acceptance of professional development through self-direction and consideration of it as a crucial component of the

learning and teaching process. Nevertheless, the teachers' self-justification, assessment based on previous encounters, and perception that there is no legal requirement were evident in the interview, which made it clear that the teachers lacked self-motivation. The following remarks from a teacher in a 1C school demonstrate this.

‘There is no law that says you have to go to teacher development programs. Rather than going to teacher development programs, you can gain experience through experience.’

Grade 11 Teacher (1C,5) - 23.11.2021

However, it is further demonstrated by the principals' comments that teachers are less motivated to advance their professional development. The majority of teachers, according to the principals, are anxious to experiment with new learning and teaching methods and explore new areas of knowledge, turning up possibilities for professional growth. A type 2 school's

principal provided the following statement regarding this.

'No matter how much we try to motivate them, they try to avoid opportunities for development by citing various reasons. Even participation in mandatory teacher development programs is done with a lot of persuasion ' – Principal 4, 12.12.2021

❖ Examining the types of variables that influence teachers' motivation for professional growth

To investigate the relevant elements influencing teachers' self-motivation for professional growth, the statements from 17 items which were categorized into four groups based on the Likert scale provided by the teacher questionnaire have been examined. For this, three factors pertaining to the teacher's attitude toward their career, ten causal factors pertaining to the teacher's career, three causal factors connected to professional development organizations, and one factor pertaining to the teacher's family were used. A median score of 5.00 to 4.50 indicates a high impact;

4.49 to 3.50 indicates a significant impact; 3.49 to 2.50 indicates a moderate impact; 2.49 to 1.50 indicates a low impact; and 1.49 to 1.00 indicates an impact. Additionally, computed without the contributions of Zhaohui, C., Anning, A. S. (2020), Zhang, X., Admiraal, W., and Saab, N. (2021).

Table 4. Attitudes of teachers in connection with the teaching profession

Item	N	Mean	Interpretati on
Physical and mental happiness in the teaching profession	192	3.8906	A significant impact
The ability to overcome the challenges faced by teachers	192	3.5208	A significant impact
Gratitude for the teaching profession	192	3.3438	A moderate impact

It has been found that self-pride in the teaching profession has a moderate impact and that self-esteem, the ability to overcome challenges, and physical and mental satisfaction associated to the teaching profession have significant effects. According to a 2017 study by Hung and Shih, professional growth and teachers' attitudes in Taiwan have a positive but moderate association. Furthermore, it was shown by Salifu et al. (2013) who corroborated this view that the attitudes of the teachers are positive and connected. Consequently, it is possible to conclude from this study that there is a relationship between teachers' views and the previously indicated data.

Table 5. Reasons related to occupations

Item	N	Mean	Interpretation
No promotion	192	4.0677	A significant impact
Difficulties in obtaining leave	192	3.9219	A significant impact
Inadequate salary	192	4.0573	A significant impact

Ability To effectively manage classrooms	192	3.1875	A moderate impact
Delighting in student talents and achievements	192	3.2812	A moderate impact
Support from peer grade teachers	192	3.0885	A moderate impact
Overwork	192	4.0521	A significant impact
Lack of support from principal and higher authority	192	3.8802	A significant impact
Having to work extra because of obligations	192	4.0104	A significant impact
Access to Teacher development opportunities through school-based programs	192	3.9635	A significant impact

It is determined that a few key factors are difficulty obtaining leave, inadequate compensation, and lack of promotion. The researcher considers that the primary issue facing the area is that current teachers are depressed since their pay has been reduced for a variety of reasons and they have not received promotions. Another potential outcome is that moderating factors include teachers' satisfaction with students' performance and accomplishment as well as their capacity to effectively manage the classroom. Boru (2018) suggests that a teacher's enthusiasm in student achievement plays a critical role in determining how committed they are to their professional growth. Teachers are more interested in classroom management, as Oliver and Reschli (2007) also confirmed. Support from peer grade teachers had a moderate impact on the reasons for school level/institutional level support; however, other factors that contributed included overwork, a lack of support from the principal and higher authorities, extra time spent on assigned tasks, and opportunities for teacher development through school-based programs. It seems

to have made a big difference. Naikundi (2012) found that stringent regulations in schools, educational guidelines, the kind of duties entrusted to the school, and the principal's support are all highly significant. However, this data enables confirmation that the teachers working in the field are facing a deluge of work, needless leave requests, and barriers to independent teaching.

Table 6. Motivations Supporting Teacher
Development Institutes

Item	N	Mean	Interpretation
Insufficient availability of suitable professional development programs	192	3.9635	A significant impact
Professional development programs are expensive	192	3.9479	A significant impact
Current practice of professional development programs	192	4.0313	A significant impact

This figure makes it evident that professional development programs are costly, that teachers rarely receive proper professional development, and that the usefulness of these programs has a significant impact. According to Hammond's (2010) analysis, teachers in Sweden, Norway, and the Netherlands, three Scandinavian nations, choose vocational training with professional qualifications up to the degree level. These programs are provided to teachers and last two to three years. But as Setunga et al. (2016) have demonstrated, Sri Lanka's unworkable teacher programs make teachers hesitant to engage in professional development.

Table 7. Personal reasons

Item	N	Mean	Interpretation
More family responsibilities	192	4.0625	A significant impact

It is evident that instructors are significantly impacted by family responsibilities. A study carried out in American urban schools found that the majority of teachers are impacted by one-parent family corporations because they lack the time to devote to their daily responsibilities (Lumpe et al., 2011). This study also revealed numerous issues pertaining to the family of teachers. Consequently, it became evident that the majority of the questionnaire's questions had significant impacts on teacher professional growth. However, according to the information obtained from the teacher interview, many important facts were revealed. It is illustrated by the following thematic analysis.

Table 8. Barriers to self-motivation for teacher professional development

Theme Description	Theme	Theme analysis
• Early interest in the teaching profession fading with pressures in the field	1.Disruption professional interest	Effect of career satisfaction

- **Due to the distance of the school, daily commuting has increased and tiredness has affected participation development programs on weekends**

2. Employed in hard service

Exhaustion from travel

- **Since I'll soon be retiring, there's no need for additional teacher development.**
- **Previous educational qualifications alone are sufficient to remain in the teaching profession**

3. Reluctance to engage in professional development justify it

Influence of attitudes

- **Lack of a proper review process following teacher growth, not getting promoted, ignoring position heads, and needing to finish studies within the necessary time frames in order to receive pay increases**

4. Circulars Constitutional Defects

Inadequacies In the formulation of policies

In addition to this, the uniform school form and lack of encouragement from the school, the arbitrary school administration system of the principal, the irregular school administration such as the difficulty of employing other teachers to cover the work and having to face difficulties due to various irregularities in the approval of leave, the people dealing with documents in the regional offices. Ignorance, lack of an institutional system with a well-organized regulatory framework, such as malpractice and misplaced documents, the need to turn to outside sources of funding because teachers' salaries are insufficient, the absence of principal incentives, peer support, mentors for teachers, guidance from higher administrative officers, and professional training It was also shown that field embodies the flaws in institutions, marriage, and the obligations that accompany it. Also, more significant information in this regard was disclosed during the principals' interviews. The views expressed by several principals in this regard are given below.

‘Lack of enthusiasm and interest among teachers in small schools and lack of competition in those schools.’ - Principal 3, 01.11.2021

‘Not encouraging / not giving appreciation or giving privileges / not giving promotion to teachers who have undergone teacher professional development.’
Principal 2, 06.11.2021

The absence of current education policies and the inability to identify when a teacher is being held back by circulars are examples of external factors, whereas teachers' attitudes, being caught in a traditional framework, pursuing money, commitment to service, and inefficiency in service are examples of internal factors. Furthermore, a case study by Eroglu and Kaya (2021) found that elements such needing to make additional money for family activities and not having enough money to pay for the books that need to be bought for professional development determined. To discover if there is a positive relationship between the level of teacher self-motivation and factors impacting

self-motivation, Pearson and the correlation coefficient were determined.

Table 9. Correlation between teacher self-motivation level and factors influencing self-motivation

		<i>Teacher self-motivation</i>	<i>Factors affecting</i>
<i>Teacher self-motivation</i>	Pearson correlation	1	-.212**
	Sig. (2-tailed)		.003
	N	192	192
<i>Factors affecting</i>	Pearson correlation	-.212**	1
	Sig. (2-tailed)	.003	
	N	192	192

**Pearson correlation level $P < 0.01$ (2-tailed)

As a result, it was discovered that there is a negative correlation between the degree of teacher motivation and the justifications for professional growth

(N (192) = -.212, $P > .001$).

Suggestions

It is reasonable to expect a rise in participation as a result of the elimination of barriers to sufficient professional development opportunities, the creation of professional development centers within the city, and the supply of development facilities for all teachers. Additionally, in order to determine the professional development needs of teachers, gather relevant information, and create useful programs that meet those needs, it is imperative that adequate study be done on the subject matter, organization, and supervision of qualified individuals. This will allow teachers to have the space they need to grow as individuals. In a regulatory framework, it should be done with diversity to allocate teachers to convenient schools in the future, recruit qualified personnel regionally to meet local needs, prohibit opportunities for tenure of more than eight years in one school, and prevent arbitrary teacher transfers. Career pleasure is the result of doing.

To prevent being unjust to individuals who have engaged in professional development, factors such as experience, training, skill, dedication, and value for additional qualifications obtained should also be taken into account when making decisions about annual promotions, promotions, and salary increases. Professional criteria should be eliminated and viewing and service promotion should be based on time. That barrier must be removed because teachers lose out on professional development opportunities when promotions are granted based on length of service. The establishment of conciliation boards and consultative councils to address teacher concerns, as well as the distribution of circulars to restrain the principal's capricious actions regarding leave allotted for professional development, are measures that will enhance teacher self-motivation and lessen the impact on teachers at the school level. Putting in place a methodical regulatory framework to create the environment required for the teacher to develop within the school itself, it will be easier for the current teacher to handle the extra work that she has to do, like filling

out needless files, which takes up more time than teaching.

Conclusion

Professional development provides teachers with continuous chances to enhance their expertise and abilities, enabling them to better assist students in achieving their goals. The purpose of the current study is to examine how student achievement and teacher self-motivation relate to one another for professional growth. The Minuwangoda and Mirigama divisions within the Minuwangoda education zone of the Gampaha district were the focus of this study, which included 200 teachers, 105 pupils, and five principals as the study sample. Data were gathered by questionnaires and interviews. The research conducted suggested that teachers' overall levels of self-motivation for professional development are low, and it additionally enabled for the identification of relationships between a variety of job-related and non-job-related factors. However, for an effective learning and teaching process, the current Sri Lankan education

system requires continuous teacher development. This study suggests that a certain kind of mechanism is required to remove the barriers to teacher development and orient teachers toward it. For this, strategic planning, development opportunities for every teacher, and arrangements for updating the subject content of teacher development institutions are more appropriate.

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