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Levels of Involvement in the English Teachers' CPD (Continuous Professional Development): The Degree of Professional Enthusiasm

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Introduction

Scholars agree that English teachers should continuously improve their knowledge and skills to maintain their expertise by Continuous Professional Development (CPD). Research has shown that teacher professional development has a positive impact on teachers' abilities as well as students' achievements (Guskey, 2003). Besides, CPD for teachers is regarded as essential since universities are generally unable to provide an extensive range of learning experience for them after their graduation (Mizell, 2010). New teachers need years of experience to be effective in the classroom. Even experienced teachers need to learn continuously to face new challenges and demands in education.

In the Indonesian context, participation in the various professional development programs has become a requirement for teachers. To upgrade their career level, they should submit a portfolio containing evidence of their professional development such as certificates of participation, innovative works (advanced teaching materials, books, teaching instruments, or technological innovation), reports of classroom action research, and academic articles. The higher the career level a teacher pursues, the more challenging the criteria becomes.

Although a portfolio of teachers' CPD participation may justify their participation, it cannot guarantee the quality of their involvement. Thus, it is difficult to identify which factors truly contribute to their professional development and continuous learning, thereby bringing positive impact on later education scenes. In this vein, it would be worthwhile to categorize the teachers' CPD levels of involvement.

Research Method

This study draws data by adopting a qualitative method. Specifically, it takes a phenomenological approach, which emphasizes the understanding of the subject's or participant's perspective (Bogdan & Biklen, 2007).

As part of a larger research project, this study attempted to find some themes and categories of CPD-involvement among English teachers in Indonesia. To gather the data, the study initially employed unstructured or developmental interviews, as Denzin (1989, p. 105) has termed "the Non-Scheduled standardized interview" and Patton (1990, p. 283), the "interview guide" approach. This interview protocol is less formal and open-ended: it only uses a tentative list of probable questions. The interview generally consisted of three to seven sessions for each participant, with an average duration of 1 hour per session. These interviews were conducted intensively for 5 months. All the participants were qualified English teachers with undergraduate degrees, having 10 or more years of teaching experience. In addition, they were willing to participate in the study.

To categorize the subjects' CPD participation, the study set five CPD types: Personally-Initiated Learning (PIL), attending Organized Professional Development (OPD), Publishing Innovative Work, Upgrading into Qualified Professional Teachers (UQPT), and having More Advance Roles (MAR). These five types of CPD were established by the researcher through studying the framework of stages in English teachers' professional development (Davidson et al., 2012; Kemendiknas, 2010). The framework established by the British Council provides three stages in a teacher's career and specifies what kind of activities a teacher should do in each stage (Davidson et al., 2012).

The intensive interview sessions revealed some CPD-involvement related themes and six categories of CPD involvement levels. Data saturation occurred after the interview of the twelfth participant. After establishing some baselines, the study was then extended to gather more in-depth data from the six selected English teachers from the 12 previously interviewed participants. The selection of these six teachers was instrumental in purpose, i.e., they were not selected because they were unique, but rather because they could represent the categories found in the field. Each of the English teachers used as the subject of the study, represented each category.

In addition to in-depth interviews, this study utilizes other techniques such as document checking, colleague checking, and member checking. Document checking means that the researcher analyses the subject's professional development documents, which include various certificates, student evaluations, lesson plans, advanced media or teaching material, reports of the subject's own research, and journals where their writing had been previously published. Colleague checking involves interviews with the teacher's colleagues and the principal of the school where the teacher works. Member checking is a form of interactive feedback, mainly being the teacher's confirmation on the reports made by the researcher.

Results

The intensive interview sessions with 12 English teachers revealed some CPD-involvement related themes. The general senses of the themes were then explored, organized, labelled, and interpreted. Finally, these themes were interpreted as indicators which affect teachers' CPD involvement level. These indicators can be seen in Figure 1.

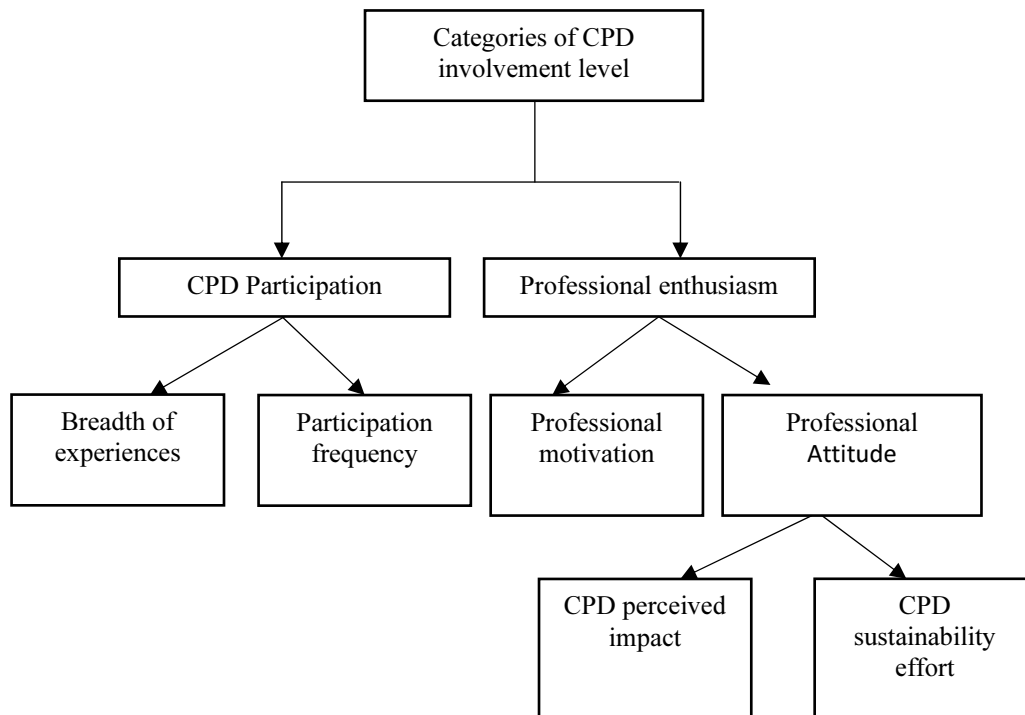


Figure 1. Indicators affecting CPD involvement levels.

In addition to CPD participation, teachers' CPD involvement levels were also determined by their professional enthusiasm. Professional enthusiasm is the affective factor which contributes to the subject's CPD participation. It was indicated by general motivation and attitude the subjects possessed regarding their participation in CPD activities. The study discovered two typical CPD motivations: a true learning desire and non-learning desire which included obligatory awareness, financial advantages, and career promotions. Teachers' attitude toward their CPD participation could be seen from their perception of the impact of their participation and of how much they sustained their efforts to improve.

Based on these indicators, six categories of CPD involvement level were found. These categories can be described as below:

1. High CPD participation and high professional enthusiasm: a level of CPD involvement in which one has relatively high frequency of participation in all five CPD categories. The participants are generally motivated by a yearning for learning and developing their teaching skills, ultimately intending to improve their professional performances. Also, sustained efforts are obviously conducted since their impact is not insignificant for their practices.
2. High CPD participation but low professional enthusiasm: a level of CPD involvement in which one has a relatively high frequency of participation in all CPD categories. The participations are generally less motivated by sincere desire for learning and improving professional performance, relatively less sustained and/or less regarded to give impact for their practices.
3. Mediocre CPD participation and high professional enthusiasm: a level of CPD involvement in which one has a relatively medium frequency of participation in all or most of the CPD categories. Their participation is generally motivated by learning and improving professional performance. The professional development efforts are highly sustained and regarded to induce positive impact toward their practices.
4. Mediocre CPD participation but low professional enthusiasm: a level of CPD involvement in which one has a relatively medium frequency of participation in all or most of the CPD categories. Yet, their participation is generally less motivated by true learning and improving

professional performance. Their impact on the performances seem to be less significant, and efforts to improve their professionalism seem to be less sustained.

5. Low CPD participation but high professional enthusiasm: a level of CPD involvement in which one has a relatively low frequency of participation (or no participation at all) in some CPD categories, but the reported participation is generally motivated by true learning and improving professional performance. Their impact on the performance seems to be highly sustained.
6. Low CPD participation and low professional enthusiasm: a level of CPD involvement in which one has a relatively low frequency of participation (or no participation at all) in some CPD categories, and the reported participation is generally less motivated by true learning and improving professional performance. Their impact on their performance seems to be less sustained.

The above categories were seen in the 12 prospective subjects involved in this study. The following is the frequency of these prospective subjects that fall into each category:

TABLE 1
The frequency of each CPD involvement level category

No	CPD involvement level categories	Category Codes	Frequency (people)
1.	High experience and high professional enthusiasm	HH	2
2.	High experience but low professional enthusiasm	HL	1
3.	Mediocre experience and high professional enthusiasm	MH	4
4.	Mediocre experience but low professional enthusiasm	ML	2
5.	Low experience but high professional enthusiasm	LH	2
6.	Low experience and low professional enthusiasm	LL	1
Total			12

After the discovery of available categories in the field, the study continued to delineate the specific features of these categories, by further interviewing six subjects, each of whom represented each category. Table 2 describes each subject's CPD participation and professional enthusiasm.

TABLE 2
All subjects' CPD Participation and Professional Enthusiasm

Categories code/ subjects code/ length of service year	CPD participation	Professional enthusiasm
HH / SS / 21 years	High frequency in all CPD types: 1. PIL: reading, taking online courses, colleagues-sharing, applying innovative teaching strategies, having collaborative projects with teachers from other countries 2. OPD : participating in many workshops, America summer short (SUSI) program 3. PIW: joining and winning some international writing competitions, writing instructional design scripts to facilitate teacher training 4. UQPT : certified teacher claimed by the	High professional enthusiasm: True desire of learning: believe in long life learning, trying new innovative teaching strategies - Favourable attitude on joining PD activities: change in practice after joining PD. High sustainability: implementing what has been learned from PD in the classroom, frequently joining many competitions, influencing other teachers to take roles in some collaborative projects.

	government, Microsoft certified educators' and 'iEARN master teacher'	
	5. MAR: English teacher teaching on TV, invited speaker in many events, model teacher.	
HL/ AJ/ 17 years	High frequency in all CPD types 1. PIL: reading research articles, doing some research (CAR) 2. OPD: attending workshops, seminars and trainings on English education and pedagogy 3. PIW: joining and winning research writing competitions, writing articles in journals 4. UQPT: certified teacher claimed by the government, upgrading qualification into S2 degree. 5. MAR : 2013 curriculum instructor	Low Professional enthusiasm: - Generally motivated to collect credit points to upgrade career level: selecting PD activities based on how many credit points could be earned from it. - Motivated by financial advantage: to win the prize of the competition Unfavourable attitude on joining PD activities: PD cannot change the teacher. Conditioned sustainability: if not required, there would be an absence of PD participation
MH/ PA/ 17 years	Mediocre participation in all CPD types: 1. PIL : web-browsing learning, reading books/e-book, doing one research, colleagues sharing, completing two online courses (10 weeks and 16 weeks) 2. OPD : attending workshops, seminars, trainings 3. PIW: writing one article in a journal 4. UQPT : certified teacher, upgrading qualification into S2 degree 5. MAR: teacher assessor at school	High professional enthusiasm - Showing true desire of learning: joining online course despite the absence of requirement to do so - Favourable attitude on joining PD: change in practice. High Sustainability: implementing what has been learned from training, keep on providing students with interesting teaching materials.
ML/ MA/ 27 years	Mediocre participation in all CPD types: 1. PIL : web browsing, conducting two research projects, colleagues sharing 2. OPD: attending seminars, workshops, trainings (decreased frequency in the present time) 3. PIW: writing one article in a journal, making listening tape media. 4. UQPT: certified teacher claimed by the government 5. MAR: just started as a teacher assessor this year	Low professional enthusiasm - Previously triggered by self-motivation to try but in the present time was more motivated to fulfil requirement: time was used more for handling family responsibility - Unfavourable attitude: no change in practice. Lack of sustainability: decrease in PD efforts.
LH/ GS/ 12 years	Low participation in some CPD types: 1. PIL : web browsing, colleagues sharing, preparing lessons: making attractive power points for teaching, trying new innovative teaching ideas 2. OPD : attending seminars, workshops and trainings (very rarely) 3. PIW : no publications	High professional enthusiasm - Motivated by the desire of providing students with interesting teaching: preparing teaching media, implementing innovative teaching strategies - Favourable attitude on joining PD: believing in continuous learning. High sustainability: continuously implementing

	4. UQPT: certified teachers claimed by the government	new or interesting teaching strategies in teaching
	5. MAR : never	
LL/ BW/ 17 years	Low participation in some CPD types: 1. PIL : web browsing, colleagues sharing, preparing lessons 2. OPD : attending seminars, workshops, and trainings (very rarely) 3. PIW : no publications 4. UQPT: certified teachers claimed by the government 5. MAR : never	Low Professional enthusiasm - Having low motivation: having the perception that private school teachers are not stringently bound by government requirements. - Unfavourable attitude on joining PD: refusing joining OPD since it did not influence her career position, and prefer to handle family responsibility. Low sustainability: teaching with games and media but inconsistently

Discussion

Table 2 presents each subject's CPD involvement level seen from their participation and professional enthusiasm. This study found six categories of English teacher's CPD involvement levels in the Indonesian context. As the study did not aim at making a huge generalization, it is highly possible that the categories might be different in other contexts. However, the study suggested that teacher's CPD involvement levels were not merely about the variety and the frequency of their participation but also the degree of their professional enthusiasm. The study revealed some indicators of professional enthusiasm which included motivation and professional development attitude.

Motivation is known as the driving force of all action of the individual. In fact, the influence of internal motivation, an individual's needs and desires both have a strong impact on the direction of their behaviour. Since adult learners are generally oriented toward goals, activities, and learning itself (Knowles, Holton III, & Swanson, 2005), they tend to learn independently and perform their learning behaviour in a particular way affected by their own agenda. Teachers deem professional development relevant when it directly addresses their specific needs and concerns (Guskey, 2003), or when they notice a connection between a learning experience and their daily responsibilities (Flores, 2005; Tate, 2009).

The study revealed that the subjects can be motivated by the rewards they can attain from their performance. For instance, AJ, the subject representing the high participation but low professional enthusiasm category, had high participation in CPD for the credit points he could earn from the performance. AJ's behaviour can be understood from the view of expectancy theory. Gameda and Tynjälä (2015) articulated on three kinds of perceptions: expectancy (the belief that effort will lead to the desired performance), instrumentality (the belief that if one meets performance expectations, one will receive a greater reward), and valence (the value one personally places on the rewards). Thus, since AJ valued credit points highly, he duly had high participation in CPD. This means that AJ did not consider participating in CPD as purely a chance of improvement. Hypothetically, if there had been no reward, AJ would not have participated in CPD. He had high participation in his performance, but his professional enthusiasm was considered low since it was greatly dependent on the reward and not on the desire to learn.

Unlike AJ, other subjects representing low professional enthusiasm, MA and BW, had been considered having low professional enthusiasm for their inconsistent, in fact, decreasing professional behaviour. The decline of their participation was affected by some factors. In a similar fashion, both were affected by the growing family responsibilities that they should handle. Both of them prefer handling family responsibilities to doing CPD efforts.

Besides, BW was a private school teacher who was less affected by government regulation. Therefore, BW's CPD involvement was discouraged by the unequal reward that she may earn from participating in CPD compared to public schools teachers. Although the government granted private school teachers a similar status as public school teachers, not all government policies could affect their performance. For instance, private school teachers' performances were generally monitored by an internal school assessor, and all financial decisions were made by the school. In BW's case, unlike public school teachers, her CPD participation did not largely determine her career level or salary increase.

BW's behaviour can be understood by looking at equity theory. It explains how people strive for fairness and justice in a social exchange or give-and-take relationship (Geren, 2011). The major components of an exchange relationship in this theory are input (such as professional development effort) and outcomes (e.g., salary levels, increases, recognition, etc.). Equity theory emphasizes that an individual's behaviour is not only affected by rewards, but by the evaluation on how much the reward he have received compared to what others have. Gemeda and Tynjälä (2015) explain that when inequity exists and an individual is under-rewarded, she/he may change the input, the outcome, and the basis of comparison or withdraw from the situation entirely such as quitting the job. In BW's case she changed the input, i.e., professional development participation.

In contrast with those three subjects mentioned previously, SS, PA, and GS, the ones representing high professional enthusiasm category, had an unconditional motivation in learning. For instance, PA had chosen to participate in online courses, which lasted quite long for her own learning, generally from 10 to 16 weeks. What she wanted was to be more knowledgeable and to see how well she could do various things. She did not think her participation in the online course could be used to earn any reward, such as credit points, as it was not organized by a PD provider acknowledged by the government. Yet, she participated whole-heartedly and completed both courses. She was proud that she could pass these online courses and attained certificates signed by professors of Duke University and the University of Michigan.

To understand PA's behaviour, discussing Maslow's "Hierarchy of Needs" is very useful. According to Maslow a person has five fundamental needs: physiological, security, social, esteem, and self-actualization. Gemeda and Tynjälä (2015) mention that self-actualization needs, pertaining to the realization of one's full potential or self-development, are the highest among the needs in Maslow's theory. Once individuals have satisfied one need in the hierarchy, it ceases to motivate their behavior, and they are motivated by the need at the next level up the hierarchy. PA's behaviour was certainly triggered by self-actualization needs. That is why she was considered having high professional enthusiasm, since her decision to learn was unconditional. To give fair comparison, according to Maslow's Hierarchy of Needs, AJ was probably motivated by security (job security), social (to be accepted by the group) and esteem (to be recognized). Either of these motivations was lower than self-actualization needs.

This study supports the findings of previous research that the teacher's participation in CPD activities are motivated by various things. Some studies have revealed that participation in PD is motivated by some factors such as earning certificates (Hastuti, et al, 2009; Muzaffar & Malik, 2012), self motivation, family support, supporting school culture (Dayoub & Bashiruddin, 2012), freedom to pursue their education and implement their own project and freedom to participate in different professional networks and collaborative groups (Hökkä & Eteläpelto, 2014).

Besides motivation, the study also found professional development attitude as another indicator of professional enthusiasm. Green (1953) believes that attitude is an abstraction from a large number of related actions or responses, the subject's attitudes found in this study were interpreted from their various opinions, comments, and feelings on their professional development experiences. The interpretation of their various responses was done to see whether they had favourable or unfavourable attitudes toward professional development. This categorization of attitudes into favourable and unfavourable manners had long been introduced by Katz (1960).

In describing professional development attitude, this study looked at two prominent behaviours: the perceived impact of professional development activities and the sustainability efforts. Some teachers were found having unfavourable attitudes toward professional development because they discontinued their

participation and/or did not regard the participation in the professional development as essential for bringing impact toward their practices. On the contrary, some teachers had favourable attitudes since they maintained their professional development efforts and/or perceived professional development activities as a learning opportunity.

Conclusion

These preliminary findings suggest that English teachers' CPD involvement levels are affected by various indicators such as the breadth of CPD participation, the frequencies of participation, and the professional enthusiasm which includes motivations and attitudes toward professional development. Thus, to evaluate teachers' performance in terms of CPD involvement levels, it is advisable to consider professional enthusiasm instead of merely counting the frequency of their PD participations. It has been known that affective factors such as motivation and attitude play critical roles in the quality of one's learning. In other words, ways of learning can bring changes in teachers' performances. However, to confirm and measure the importance of the roles of these affective factors, further studies are needed on this important field of study.

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