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EFL Teachers' Motives to Participate in Professional Online Workshops

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Abstrak

Program pengembangan keprofesian guru online terus meningkat seiring dengan kebutuhan pendidik dan sekolah untuk memberikan kesempatan kepada guru untuk meningkatkan kualitasnya. Program-program tersebut dianggap sebagai cara yang lebih efektif, mudah diakses, dan murah untuk memenuhi kebutuhan mereka. Namun, partisipasi dalam program pengembangan profesional online dipercaya bergantung pada motivasi guru. Penelitian ini bertujuan untuk menyelidiki motivasi/alasan guru EFL untuk berpartisipasi dalam lokakarya online profesional untuk pengembangan diri guru. Survei digunakan dalam penelitian ini, dimana kuesioner online diberikan kepada guru EFL di Indonesia dengan total 124 guru EFL yang mengisinya, namun hanya 103 guru EFL yang memenuhi kriteria. Pengumpulan data menggunakan statistik deskriptif untuk menganalisis data kuesioner. Hasil menunjukkan bahwa guru EFL termotivasi untuk berpartisipasi dalam lokakarya profesional online untuk profesionalisme mereka dan karena mereka termotivasi oleh peraturan yang teridentifikasi bahwa motivasi guru terkait dengan tugas guru dan karir guru masa depan bahwa lokakarya profesional online penting untuk profesionalisme guru, untuk meningkatkan kualitas guru, mencapai tujuan pengajaran, dan penting untuk meningkatkan keberhasilan akademik siswa. Ini dapat dianggap sebagai motivasi positif. Penelitian ini juga menyertakan implikasi dan rekomendasi untuk penelitian selanjutnya.

Kata Kunci: *EFL teachers motivation, professional development, online teacher professional developmen.*

Abstract

Online teacher professional development programs continue to increase as educators and schools need them to provide opportunities for teachers to improve their quality. Such programs are considered a more effective, accessible, and inexpensive way to meet their needs. However, participation in online professional development programs is believed to depend on teachers' motivation. This study aims to investigate the motivations/reasons of EFL teachers to participate in professional online workshops for teacher self-development. Surveys were used in this research, whereby online questionnaires were given to EFL teachers in Indonesia with a total of 124 EFL teachers filling them out, but only 103 EFL teachers met the criteria. Data collection used descriptive statistics to analyze questionnaire data. The results show that EFL teachers are motivated to participate in online professional workshops for their professionalism and because they are motivated by identified regulations that teacher motivation related to teacher assignments and future teacher careers that professional online workshops are important for teacher professionalism, to improve teacher quality, achieve teaching goals, and are important for increasing

student academic success. This can be considered as positive motivation. This study also included implications and recommendations for future research.

Keywords: *Motivasi Guru EFL, Pengembangan Profesional, Pengembangan Profesional Guru Online.*

INTRODUCTION

Teachers and schools often need online teacher professional development programs as they are efficient and easily accessible to meet their needs. Online teacher professional development programs offer advances for teachers who wish to raise their quality and skills, such as the ability to set affordable and flexible schedules, available at any time and any place, and access for teachers who live in remote places (Dille & Røkenes, 2021; Elliott, 2017; Kopzhassarova & Akhmetova, 2019; Lay et al., 2020). There are different online teacher professional development programs including online workshops, webinars, online training courses, videos, and web-based. In this case, this research focuses on online workshops for teacher development. These workshops often aim to improve teaching techniques, enhance subject understanding, and expand knowledge of the use of technology (Zhang et al., 2020). Media like Zoom Cloud Meeting, Google Meet, and Google Hangout are commonly used for these programs. The development of online workshops relies on the motivation of the teachers themselves. Teachers' motivation to participate in online professional workshops is essential because it relates to teachers' decisions in applying what they learn and whether they receive benefits from the training (Selemani-Meke, 2013). Therefore, the success of learning in teacher professional development activities depends on teachers' motivation.

The motivation of EFL teachers to take part in online professional development workshops is examined in this study. According to earlier research, teachers participate in online professional development workshops for various reasons. The context of Vietnam (Truong & Murray, 2019) shows that EFL teachers are both extrinsically and intrinsically motivated when they take online EDO courses. Extrinsically, they take online courses because of the obligation to fulfill institutional requirements. Intrinsically, it is because they feel the need to improve their English skills as a means of communication. In the context of universities in Kazakhstan (Kopzhassarova & Akhmetova, 2019) indicate that the majority of EFL teachers affirmed that online professional development courses had a favorable influence on their understanding of the ideas or abilities that students need to learn, which has an impact on student's academic results which improves significantly during the teaching and learning process. Based on the study in Turkey (Ballıdağ & Dikilitaş, 2021), teachers' intrinsic motivation to enhance their competence, autonomy, assessments, and relatedness is the primary driver behind their participation in online professional development programs.

The findings of several studies on teachers' motivation to participate in professional online workshops for EFL teachers are generally positive. Research on teachers' motivation for online workshops has been done in many countries. However, none of the studies are focused on Indonesian EFL teachers' motivation to take part in online workshops for professional development. The

motivations of EFL teachers in Indonesia to take part in online professional development workshops were investigated by researchers using a quantitative methodology. The following research question was developed for this study to achieve the objective: What are EFL teachers' motivations to participate in professional development online workshops?

Teacher Motivation in Learning Using Self-Determination Theory (SDT)

Most studies have employed the SDT theory on motivation, as it is regarded as one of the most promising theories. SDT is a multidimensional motivation, which means that people who participate in certain activities are motivated by numerous reasons. The quality of motivation can be seen as self-directed and controlled motivation, namely intrinsic and extrinsic (Deci & Ryan, 2008). There are three different reasons for engaging in learning, according to SDT: intrinsic motivation, extrinsic motivation and amotivation. Intrinsic motivation means that a person chooses an activity of his own free will and feels happy and enthusiastic about a such activity without expecting any return. It is also known as the autonomous type of motivation (Deci et al., 2017; Deci et al., 1985). Teachers who are involved in learning and are delighted to upgrade their teaching are examples of teachers who are motivated by their own will.

Activities that are intrinsically driven provide the satisfaction of innate needs for competence, autonomy, and relatedness (Deci et al., 2017). Extrinsic motivation is also referred to as non-autonomous motivation, which means that the teacher participates in actions that are directed by others, desires rewards, desires recognition, and desires to avoid punishment (Deci et al., 2017). According to (Deci et al., 2017), there are four types of extrinsic motivation, namely as follows: External regulation, which is also called controlled motivation, namely, teachers who carry out an activity because of a request from outside parties. They usually aim for prizes and praise and to avoid punishment. Performing an activity out of guilt or avoiding shame, anxiety, or feeling proud is an example of introjected regulation, a sort of controlled motivation. Identified regulations can be considered as extrinsic motivation, which cannot be controlled, meaning that teachers participate in certain activities because they consider the activities to be personally important. Extrinsic motivation, which is a component of integrated regulation, can be internalized to become more intrinsic. This indicates that when a person takes action, he or she has determined the problem and tailored it to suit his requirements. The action that results from the learning then takes control on its own. Meanwhile, amotivation is when teachers do not want to carry out an activity. This is an act that does not value the activity. Thus, autonomously driven teachers improve learning, whereas non-autonomous motivation has a negative impact on learning outcomes, and amotivation has a considerably unfavorable impact (Vallerand, 1992).

EFL Teacher Motivation in Professional Online Workshops

The motivation of EFL teachers to take part in professional online workshops has several motives, including intrinsic and extrinsic. The intrinsic reason, (Kopzhassarova & Akhmetova, 2019) in their quantitative findings discover that many teachers are in favor of using online professional development tools such as webinars, online workshops, and courses to improve their learning and teaching techniques. These OPD can help them learn new

things from peers and subject matter experts, advance their careers, and enhance their own teaching abilities. According to the findings of the interviews, the EFL teacher described a number of difficulties he or she faced, including limited time available due to several work responsibilities and no chance to develop self-control. As there is no need to travel to training locations, low fees, and the knowledge is updated, OPD can be considered as appropriate for teachers. Similarly, (Ballıdağ & Dikilitaş, 2021) found that teachers are intrinsically motivated because they want to develop competency, autonomy, and relatedness, and considered these being the main motivations of EFL teachers in participating in online teacher professional development. Regarding extrinsic reasons, a study by (Banegas & Manzur Busleimán, 2014) found that the need for teaching degrees encouraged pre-service EFL teachers to participate in online professional development workshops. Some EFL instructors who have an innate motivation to teach, particularly pre-service instructors, instinctively enroll in professional online courses for personal development. In contrast, (Truong & Murray, 2019) qualitative analysis shows that institutional requirements, the push for advanced information and technology, the difficulty of achieving high academic standards in a collaborative online environment, and teachers' second language experiences all have a significant impact on the motivation of EFL teachers to enroll in online courses. Teachers who are intrinsically motivated aim to improve their communication skills in English.

Many EFL teachers' motivations to enroll in online professional development programs are explained in the literature cited above. The majority of the research findings discussed above suggest that EFL teachers are motivated positively. This is a strong incentive for EFL teachers to pursue their careers.

METHODOLOGY

The participants were 124 EFL teachers from primary schools, middle schools, and high schools in several regions of Indonesia who filled out a questionnaire about the motivation of EFL teachers to participate in professional online workshops. The screening was needed as 21 EFL teachers did not fit the research criteria. Twenty-one respondents were eliminated. Only EFL teachers who have attended online workshops for teacher professionalism are required to fill out the questionnaire; there were 103 EFL teachers. Among them were 80 female EFL teachers (66.7%) and 23 males (19.2%). Table 1 presents the demography of the participants.

Table 1. Demographic Data

| Demographics | Categorical Group | Respondents | Percentage |
|-------------------|-------------------|-------------|------------|
| Gender | Male | 23 | 19.2% |
| | Female | 80 | 66.7% |
| Age | 21 – 30 | 16 | 13.3% |
| | 31 - 40 | 34 | 28.3% |
| | >40 | 53 | 44.2% |
| School level | Primary School | 9 | 7.5% |
| | Middle School | 42 | 35.0% |
| | High School | 52 | 43.3% |
| Years in teaching | 1 - 4 | 8 | 6.7% |
| | 5 - 15 | 41 | 34.2% |
| | >15 | 54 | 45.0% |

Data Collection

A modified Work Tasks Motivation Scale for Teachers (WTMST) questionnaire was used to gather the data (Fernet et al., 2008). The words are modified to fit the needs of the research as part of the adaptation. The disseminated questionnaires were translated into Indonesian to make the information easier for respondents to interpret. See Table 2 for the results of an adaptation of the questionnaire from The Work Task Motivation Scale for Teachers (Fernet et al., 2008). The 15 question items on the questionnaire were divided into five subscales: intrinsic motivation (3 items), identified regulation (3 items), introjected regulation (3 items), external regulation (3 items), and amotivation (3 items). The 7-point Likert scale employed in this study had 7 answer options, which ranged from does not correspond at all (1), to correspond completely (7). The questionnaire has been validated and achieved a high-reliability score (Cronbach's $\alpha=0.82$). The questionnaire in the form of a google form was distributed online. Access links were posted via WhatsApp, Telegram, and by directly visiting several schools. The questionnaire was closed one month later.

Table 2. Results of the adaptation of the questionnaire from The Work Tasks Motivation Scale for Teachers (WTMST) (Fernet, 2008)

| Subscales | WTMST (Fernet, 2008) | Which has been adapted |
|------------------------|--|---|
| Intrinsic Motivation | Because it is pleasant to carry out this task | Because it is pleasant to join these professional online workshops |
| | Because I find this task interesting to do. | Because I found these professional online workshops interesting. |
| | Because I like doing this task. | Because I like doing these professional online workshops |
| Identified Regulation | Because it is important for me to carry out this task. | Because these professional online workshops were important for me to improve my teaching quality |
| | Because this task allows me to attain work objectives that I consider important. | Because these professional online workshops allow me to attain teaching objectives that I consider important. |
| | Because I find this task important for the academic success of my students. | Because I found these professional online workshops important for the academic success of my students |
| Introjected Regulation | Because if I don't carry out this task, I will feel bad. | Because if I didn't participate in these professional online workshops, I would feel bad |
| | Because I would feel guilty not doing it. | Because I would feel guilty if I didn't participate in these professional online workshops |
| | To not feel bad if I don't do it. | Because I didn't want to feel bad if I didn't attend professional online workshops |
| External Regulation | Because my work demands it | Because my work demanded me to attend professional online workshops |
| | Because the school obliges me to do it. | Because my school obliged me to do it. |
| | Because I'm paid to do it. | Because I was paid to do it. |
| Amotivation | I don't know, I don't always see the relevance of carrying out this task. | I didn't know, I don't always see the relevance of participating these professional online workshops |
| | I used to know why I was doing | I used to know why I was doing |

| | | |
|--|--|--|
| | this task, but I don't see the reason anymore. | these professional online workshops, but I don't see the reason anymore. |
| | I don't know, sometimes I don't see its purpose. | I didn't know, sometimes I don't see its purpose. |

Data analysis

The quantitative data utilized in this study were evaluated using descriptive statistics to analyze the questionnaire data by exploring means, standard deviation, and frequency. We used the IBM SPSS 26 application to find out what factors motivate EFL teachers to take part in professional online workshops.

RESULT AND DISCUSSION

Based on the results of the descriptive statistical test (see Table 3), it can be described that the distribution of data on the five subscales obtained by the researchers is as follows: the identified regulation as having the highest mean score ($M=18.11$, $SD=2.676$) a lowest mean score was amotivation ($M=7.271$, $SD=4.240$). It shows that teachers are motivated in participating in online workshops for their professionalism

Table 3. Descriptive statistics based on the five subscales

| | N | Mean | Std. Deviation |
|------------------------|-----|-------|----------------|
| Intrinsic Motivation | 103 | 16.81 | 3.167 |
| Identified Regulation | 103 | 18.11 | 2.676 |
| Introjected Regulation | 103 | 10.62 | 5.128 |
| External Regulation | 103 | 11.05 | 3.780 |
| Amotivation | 103 | 7.27 | 4.240 |
| Valid N (listwise) | 103 | | |

Based on the results of the responses from the intrinsic motivation subscale items (see Table 4), it shows that the majority of the responses from EFL teachers, 32.0%, correspond very strongly to the item liking doing professional online workshops with a mean value ($M=5.50$, $SD=1.171$). and 30.1% of EFL teachers felt that they attended professional online workshops because it was fun and interesting to do ($M=5.68$, $SD=1.078$; $M=5.63$, $SD=1.111$)

Table 4. The results of mean, standard deviation, and frequency of all items in the intrinsic motivation subscale

| No | Items | Mean | Std. Deviation | Most of the responses | Percentage |
|----|--|------|----------------|--------------------------|------------|
| 1 | Because it is pleasant to join these professional online workshops. | 5.63 | 1.111 | Correspond very strongly | 30.1% |
| 2 | Because I found these professional online workshops interesting to do. | 5.68 | 1.078 | Correspond very strongly | 30.1% |
| 3 | Because I like doing these professional online workshops. | 5.50 | 1.171 | Correspond very strongly | 32.0% |

As shown in Table 5, the results of the items on the identified regulation scale show that most of the EFL teachers conduct professional online workshops because they aim to improve teaching quality with a mean score ($M= 6.20$, $SD= .943$) with a very high percentage of 49.5 %. Moreover, in item 5, 37.9% of EFL teachers correspond that this professional online workshop is important to achieve teaching goals with a fairly high average score ($M=5.96$, $SD=0.943$)

Table 5. The results of mean, standard deviation, and frequency of all items in the identified regulation subscale

| No | Items | Mean | Std. Deviation | Most of the responses | Percentage |
|----|---|------|----------------|-----------------------|------------|
| 1 | Because these professional online workshops were important for me to improve my teaching quality. | 6.20 | 0.943 | Correspond completely | 49.5% |
| 2 | Because these professional online workshops allow me to attain teaching objectives that I consider important. | 5.96 | 0.979 | Correspond completely | 37.9% |
| 3 | Because I found these professional online workshops important for the academic success of my students. | 5.95 | 0.943 | Correspond completely | 34.0% |

Based on the items on the introjected scale, the results of descriptive statistics shows 26.2% of EFL teachers correspond moderately in the item if they did not attend professional online workshops and they would feel guilty (See Table 6). Meanwhile, the least response, withn 21.4%, was feeling bad if they do not attend professional online workshops.

Table 6. The results of mean, standard deviation, and frequency of all items in the introjected regulation subscale

| No | Items | Mean | Std. Deviation | Most of the responses | Percentage |
|----|---|------|----------------|-----------------------|------------|
| 1 | Because if I didn't participate in these professional online workshops, I would feel bad. | 3.44 | 1.824 | Correspond moderately | 21.4% |
| 2 | Because I would feel guilty if I didn't participate in these professional online workshops. | 3.54 | 1.814 | Correspond moderately | 26.2% |
| 3 | Because I didn't want to feel bad if I didn't attend professional online workshops. | 3.64 | 1.873 | Correspond moderately | 24.3% |

Based on the results of the descriptive statistics on the external regulation scale items (See Table 7), it shows that almost all EFL teachers feel do not correspond at all in participating in professional online workshops simply because they were paid with a mean score ($M= 1.83$, $SD= 1.465$) and with a percentage of

66.0%. Meanwhile, in the 10th item with the highest mean value ($M=4.88$, $SD=1.653$), i.e. 22.3% of EFL teachers correspond very strongly that participating in professional online workshops is due to job demands.

Table 7. The results of Mean, standard deviation, and frequency of all items in the external regulation subscale

| No | Items | Mean | Std. Deviation | Most of the responses | Percentage |
|----|---|------|----------------|----------------------------|------------|
| 1 | Because my job demands to attend professional online workshops. | 4.88 | 1.653 | Correspond very strongly | 22.3% |
| 2 | Because my school obliged me to do it. | 4.35 | 1.719 | Correspond moderately | 23.3% |
| 3 | Because I was paid to do it. | 1.83 | 1.465 | Does not correspond at all | 66.0% |

On the results of the item amotivation scale, the descriptive statistics show that as much as 49.5%, almost all EFL teachers, do not correspond at all with item 15, i.e. attending professional online workshops without reasons and objectives, with a mean value ($M = 2.17$, $SD = 1,485$).

Table 8. The results of Mean, standard deviation, and frequency of all items in the amotivation subscale

| No | Items | Mean | Std. Deviation | Most of the responses | Percentage |
|----|---|------|----------------|----------------------------|------------|
| 1 | I didn't know, I don't always see the relevance of carrying out these professional online workshops. | 2.54 | 1.702 | Does not correspond at all | 40.8% |
| 2 | I used to know why I was doing these professional online workshops, but I don't see the reason anymore. | 2.55 | 1.631 | Does not correspond at all | 40.8% |
| 3 | I didn't know, sometimes I don't see its purpose. | 2.17 | 1.485 | Does not correspond at all | 49.5% |

The overall data results show that most motivations of EFL teachers are identified as regulation motivated. In the identified subscale, regulation showed the highest Mean ($M=18.11$, $SD=2.676$). According to (Deci et al., 2017), the identified regulation means that the teachers carry out an activity because they consider the activity personally important. This research shows that almost all teachers feel completely right that their motivation for participating in online workshops is professionalism; that is, it is important for them to improve quality, achieve teaching goals, and is important for students' academic success. The findings (Kopzhassarova & Akhmetova, 2019) show that EFL teachers respond positively in which they view online courses, online workshops, and webinars as a means to improve teaching and learning techniques, teaching quality, and student learning outcomes by acquiring new concepts and techniques from colleagues and subject-matter experts. Motivation in terms of identified regulation relates to the teacher's duties or obligations/responsibilities and the continuation of the teacher's career. From the results, there are a number of aspects, according to (Dornyei & Ushioda, 2011), which have an important influence on the motivation of language teachers to grow as individuals. There are four

elements that influence teacher motivation: (1) intrinsic motivation, which is directly related to a natural interest in teaching, (2) contextual factors, related to institutional requirements, social environment effects pertaining to the influence of outside situations and restrictions, temporal dimension with emphasis on long-term commitment, (3) motivation for potential career development, (4) strong negative effects that are inherent to the teaching profession might reduce motivation. The findings from (Dörnyei & Ushioda, 2009), there are language teacher motivations (1) Ideal Language Teacher Self, this is a goal and aspiration language teacher, that is, "duty to oneself", which signifies someone feels the need to expend effort to carry out teacher development to see the difference between themselves teaching now and in the future (2) Ought-to Language Teacher Self, which refers to their responsibilities and duties with pay attention to their work. The lowest mean result in showing a negative response is the amotivation subscale ($M=7.271$, $SD=4.240$). As for the intrinsic motivation subscale, the mean results are quite high ($M=16.81$, $SD=3.167$); this is related to the reasons such as taking part in professional online workshops because they like these online workshops, they are interesting and fun to do. According to (Deci et al., 2017), intrinsic motivation refers to someone doing an activity because of pleasure and enthusiasm for the activity without any encouragement or expecting a reward. Intrinsic motivation and identified regulation are autonomous motivations, meaning that EFL teachers are positively motivated to conduct professional online workshops.

CONCLUSION

This study investigated what drives EFL teachers to participate in online professional development workshops. The findings show that almost all EFL teachers are motivated when attending professional online workshops by the identified regulations. They realize that professional online workshops are important for teacher professionalism, improving teacher quality, achieving teaching goals, and increasing students' academic success. These can be considered as positive motivation. This research can provide input for EFL teachers to seriously take professional development programs both online and face-to-face as it provides benefits for them to improve competence, skills, and professionalism in teaching. However, this study has limitations with regard to the number of participants and quantitative data. Future studies could increase the number of participants and use more varied data, such as testing the differences in motivation between male and female EFL teachers and testing differences in motivation between young and senior EFL teachers.

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