

**THE EFFECT OF TEACHERS' MOTIVATION ON TEACHERS'  
CONTINUING PROFESSIONAL DEVELOPMENT OF PUBLIC  
SCHOOLS IN VIENTIANE CAPITAL, LAO PDR**

**KHONESAVANH CHANTHAVIXAY**

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EDUCATION(EDUCATIONAL MANAGEMENT)  
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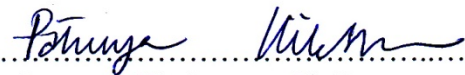
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SCHOOLS IN VIENTIANE CAPITAL, LAO PDR**



.....  
Mr. Khonesavanh Chanthavixay  
Candidate



.....  
Lect. Patreeya Kitcharoen, Ph.D.  
Major advisor



.....  
Lect. Arisara Leksansern, Ed.D.  
Co-advisor



.....  
Lect. Siwaporn Poopan, Ph.D.  
Co-advisor



.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University



.....  
Lect. Arisara Leksansern, Ed.D.  
Program Director  
Master of Education program in  
Educational Management  
Faculty of Social Sciences and Humanities  
Mahidol University

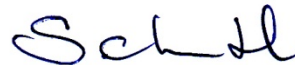
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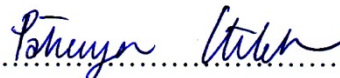
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May 28, 2014



.....  
Mr. Khonesavanh Chanthavixay  
Candidate



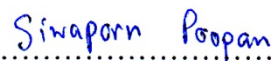
.....  
Assoc. Prof. Sirichai Chinatankul, Ph.D.  
Chair



.....  
Lect. Patreeya Kitcharoen, Ph.D.  
Member



.....  
Lect. Arisara Leksansern, Ed.D.  
Member



.....  
Lect. Siwaporn Poopan, Ph.D.  
Member



.....  
Prof. Banchong Mahaisavariya,  
M.D., Dip Thai Board of Orthopedics  
Dean  
Faculty of Graduate Studies  
Mahidol University



.....  
Assoc. Prof. Wariya Chinwanno, Ph.D.  
Dean  
Faculty of Social Sciences and Humanities  
Mahidol University

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THE EFFECT OF TEACHERS' MOTIVATION ON TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT OF PUBLIC SCHOOLS IN VIENTIANE CAPITAL, LAO PDR

KHONESAVANH CHANTHAVIXAY 5538154 SHEM/M

M.Ed. (EDUCATIONAL MANAGEMENT)

THESIS ADVISORY COMMITTEE: PATREEYA KITCHAROEN, Ph.D., ARISARA LEKSANSERN, Ed.D., SIWAPORN POOPAN, Ph.D.

ABSTRACT

The aim of this research was to study the effect of teachers' motivation on teachers' continuing professional development (CPD) in the public schools in the Vientiane capital, Laos. The purposes of this paper were 1) to study the levels of teachers' motivation; 2) to study the levels of teachers' CPD; and 3) to examine the effect of teachers' motivation on teachers' CPD in terms of motivators and hygiene factors among teachers based on suitability of respondents in each area. The population of this study was 2,986 public schools teachers in 17 schools from 9 districts. The sample was 341 teachers from a population in Vientiane capital. In addition, the research instrument was survey questionnaires to measure the result of the study by statistically analyzing the data. It used "Statistical Package for Social Sciences". Descriptive statistics, such as Mean, Standard deviation, Frequency and Percentage for general information, the level of teachers' motivation and the level of teachers' CPD. Multiple Regression Analysis was used to examine the significance of teachers' motivation on teachers' CPD. The findings indicated that overall, teachers' motivation on teachers' CPD was rated at high level (mean = 3.83). However, the motivators were founded at a higher level than hygiene factors respectively (mean = 4.02 and 3.65), while the result also indicated that the high rated level of teachers' CPD was (mean = 4.06). The MRA result statistically found that two independents variables (motivators and hygiene factors) were the significant predictive factors of teachers' CPD with a coefficient of determination 40% ( $R^2 = .400$ ).

**KEY WORDS:** TEACHERS' MOTIVATION, TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT, PUBLIC SCHOOLS' TEACHERS, MOTIVATORS, HYGIENE FACTORS

110 pages

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## LIST OF ABBREVIATIONS

AEC	Asian Economic Community
ADB	Asian Development Bank
ASEAN	Association of Southeast Asian Nations
Aus-Aid	Australian Agency for International Development
CPD	Continuing Professional Development
DfEE	Department for Education and Employment
EDP II AF	Education Development Projects II AF
LAO PDR	Lao People Democratic Republic
SCA	Save the Children Australia
SCI	Save the Children International
MoES	Ministry of Education and Sports
MRA	Multiple Regression Analysis
NSC	National Research Council
NSED	National Socio-Economic Development Plan
OECD	Organization for Economic Co-operation and Development
RIES	Research Institution for the Educational Sciences
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background and Significance of the Problem**

In today's modern world, many countries place significant emphasis on education everywhere and hence its importance cannot be denied or ignored. Education is knowledge which leads to professionalism and has been playing major roles in development of the countries around the world.

Lao also recognizes the importance of education and thrives to improve the quality of education through teachers by initiating professional development programs for teachers. So the teachers play the most significant role in achieving capacity building of its people but some of teachers were found lack of necessary skills on Continuing Professional Development (CPD). Therefore, it is important to understand the needs to continually improve and expand skill in teachers CPD. In fact the Lao government is attempting of improve all aspects of all education quality in terms of the teacher development due to the educational reform and the new policy of MoES confirming the benefit in evolving field of teachers and teaching skills.

The reformation and transformation of educational system after independence of the country in the past brought drastic improvement in the educational system government tried to promote infrastructure educational proficiency in field of education development to expand the teachers' ability from being the weakest sector for improvements and progress in terms of quantity and quality of education. The Lao government has restructured the education system and established the continuous support to reach to the universal primary education in 1985. But there are some improvements need to take care in terms of teaching- learning materials to the students. During the year 1986 Laos government began to reform the education system for all, with the goals to linked educational development more closely to the organizations and emphasis, expanding networks to everywhere in country and national education system has gradually improved in terms of quantity and quality

(Boupha, Eds). The plan envisioned making education more relevant to daily realities and building increased cooperation in educational activities among the various ministries and mass organizations. However, the ability to implement this program through its scheduled completion in many years from now on, based on budgetary increase in promoting in educational sector, in addition to receiving foreign aid. Since 1988s the Laos education system for all has gradually grown and ongoing development, school texts and general magazines of education are being printed in 1989 by the MoES (Education in Laos, Ed.). And after magazines of education system has been changed from many forms, increased and modified defect basic component of education sector, increased literacy of the population in everywhere, and it remained strictly limited until the early 1990s (Siharath, 2010). Over the last 20 years the current education system has been developed through different approach which drew upon the aspects from different education system of the colonial era, semi-royal era and revolutionary era (Boupha, Eds).

Nowadays, LAO PDR have develop guidelines for the formal education for all, and at the same time the teachers should have adequate professional development to improve the quality of teachers as the society demands at the maximum; and there are insufficient teachers in some places whereby the quality of teaching-learning is at the minimal to the students (LAO PDR, 2010).

Therefore, the teacher quality and experience are determined by the population in society, the quality of population is predictors of success in many aspects of development; teacher career could be a model of ethical, sample and social cues in a proper way (MoES, 2009). The Laos government has improved educational system and new policy for substantial reform to the national education system to ensure equal access for learning. In this reform, educations are recognized from many organization and social as the prerequisites for moving out of illiteracy. According to disclosure of (LAO PDR, 2006) the improvement of education of the whole population is a necessary to concentrate on equitable access, quality, relevance and management of education. Increasing general education attendance and literacy rates particularly for people in under-served areas, such as ethnic peoples, children with specials needs and youth, is an important foundation step. Accessibility to quality of

education is to be improved to raise the number of students entering and completing general education.

Education system based on improving the quality of teachers and pupils to develop the country, LAO PDR sought to broaden the perspective of various processes of schools. Especially, the development in terms of the CPD of teacher to enhance their expertise in terms of the human resource development in patterns of Lao government policy is provided by Masataka & Phouttha (2005).

To fulfill the needs of education reform due to the new policy of MoES, according to Keovilay & Phimsipasom (2009), the reform of general education structure from 11 years became to 12 years, and included grade four on secondary schools; Primary education upgrade to five years; Lower secondary education to four years; Upper secondary education to three years; and revise all of the curriculum to comply with the strategic plan of education in year 2009. Upon the new educational reform and respond to the requirements of the society today and to catch up with the dynamic change of the world. Moreover, MoES has decided created the new English textbooks and add foreign language (English), which was introduced from grade three to five in basic education and started in the academic years 2009-2010. According to LAO PDR (2006), showed Lao has formed new policy to develop the curriculum, wrote the textbook and teacher's guide with the financial support by Australian Agency for International Development and Save the Children International (Aus-Aid & SCI). Improving the efficiency of teacher perception in schools are growing and there is a shift of development of staff towards education strategies of innovative learning.

From Laos educational system by Aus-Aid & SCI supporting on formula of formal educational system to social needs and for comply with quality education improvement, especially CPD of teachers going to professionalism, it can be seen to the students success and the little guiding light on the way for a good likely in demand of continuing career development Save the Children Australia, (SCA, Ed.s). According to ADB (2011), the MoES is putting in reform the new curricula and promulgated in academic year 2009-2010, because of the development needs to be the professionalized and not enough time that's cause lead to taking long time. The MoES

will execute the program and associate project activities which are due for completion by December 2018.

McLaughlin (2011), showed the educational development system is the center of development human resources reveal a slightly of concerned with development strategy and focus on improve and up great the quality of education processes to respond needs in integration of international, the educational development must be going on knowledge development in physical and mental, that should be on management system to the educational reform, this cause the development is a key of the achievements to quality development of career and life, due to the developing country lead to the Asian country in later years.

To respond the social needs and modern development of teaching the Lao government consider and remains to be done of education reform for development of the country and modern in terms of education sector including human resource development, CPD of teachers and educationalist development (Masataka & Phouttha 2005:14). The educational process to cater of environment everything is suddenly changing of teaching-learning innovative continuing and ongoing of CPD are considered to be essential for the quality of teaching-learning, they have become important component in teachers' lives. The evolving fields of teaching-learning are most important in teacher careers and student's learning to keep up with the continuous development. Therefore, one of the main tasks of teachers is to give important to their own development and needs to ongoing development to provide improved skills for growing and accomplish goal in an organizational learning (Karaaslan, 2003).

Gannicott & Tibi (2009), Basic educational requirements for entry to teacher trainings have changed as educational access has expanded and lengthened; the government of LAO PDR is committed to the steady upgrading of teacher training qualifications so that teacher courses have lengthened. McLaughlin (2011), teachers training enhancement and status of teachers to contribute to poverty reduction by assisting in achieving quality education for all children.

Since the aim of CPD for teachers practical experiences and lessons learned is not enough to solve the problem they must be aware of efficiency of teaching and learning for ensuring that the principles of quality education as a resource

for encourage and support in the education system. The inclusive education projects has played an important role in increasing the aware and understand among CPD that quality needs to cater in quality education for all children in schools remains a majors challenge (Grimes 1993-2009). To determine the strategies an increasing of CPD to accumulate between teachers who would like ongoing learning in control and teach pupils to lead to manage students' behavior, burnout, uncertainty or stress reduction of teachers who has low quality of professionalism and face a diverse challenging to their career (Price 2008).

To provide the effective of teaching and learning for developing self-efficacy and put into practice their CPD experiences to basic educational (Hansen 2010). The quality of teachers on CPD in country are the problem, so the government must be solve problem promptly and considered in the process of teaching and learning to develop the country, one major problem associated with the teachers and pupils is found in the fact that are incompetent, the most basic CPD of teachers has the capacity for dealing with changing in the environment education processes of teachers are ongoing high position, the develop must be well progress for goal achieving, it has become one of the part development for teaching and learning for teachers towards boys and youth in illiteracy reduction (Olusoji 2012).

Formal Education system of LAO PDR cited in Phommanimith (2008) revealed that: *“The main policy of educational development of Lao government from 2000 to 2020”* focuses on the following priorities:

- Eradication of illiteracy of pupils there providing poor people with a means of helping quality of life or improvement human resource on schools;
- Gradual improvement of the quality of the national education in terms of the developing teachers career to international standards;
- Establishment of education as a core of the teachers career development and the planning and management of appropriate in education; and
- Establishment of education as a right and responsibility of all people in the society.

The LAO PDR places significant emphasis on ensuring to education reform and the general educational processes has an dramatic increase in quality and quantity of teachers, books and methodology of teaching and learning, therefore the CPD are necessary for developing the human resource into widely in aspects of upgrade or lifelong learning to get ready for teaching and learning the new innovative to good likely in the foreseeable future. Thus, the current education system has been developed through different approaches which drew upon the aspects from different education system of the colonial era, semi-royal era and revolutionary era, an overall goal for education and its directions, and strategies have been established. The strategy aims to gradually improve the national education system leading to better growth and quality and economic development of the country from 2010 to 2020.

Due to the fact this study will not only provide adequate information but also could pave the way for similar studies since the studies on teachers' motivation is not done in some area, especially here in our country but most studies are done in the Vientiane capital. Therefore, the researcher views that there is a great need to have a study on teachers' motivation on their CPD of public schools in Vientiane capital, LAO PDR. Even though being a developed area, but it is important to investigate further whether lack of basic amenities with motivators and hygiene factors affects teachers' motivation on teachers' CPD.

Therefore, the researcher views that there is a great need to have a study on teachers' motivation on their CPD of public schools in Vientiane capital, LAO PDR. However, the study aims to emphasize teachers' development and to help the district to understand the overall motivation of the public's school teachers. To respond to country trends of reform in general education, especially teaching and learning, standards and accountability; and educational system remodeling, the reforms on teachers' training in an aspect of their motivation on CPD and implement effectively to raise the level of the public schools teachers' motivation in terms of the education on professionalism. Those courses form part of a career progression framework that people believe will bring educational structure demonstrating exponential growth throughout of country.

## **1.2 Research Questions**

1.2.1 What are levels of teachers' motivation in public schools' teachers of Vientiane capital, LAO PDR?

1.2.2 What are levels of teachers' continuing professional development in public schools' teachers of Vientiane capital, LAO PDR?

1.2.3 What is the effect of teachers' motivation on teachers' continuing professional development in public schools' teachers of Vientiane capital, LAO PDR?

## **1.3 Research Objectives**

1.3.1 To study the levels of teachers' motivation in public schools' teachers of Vientiane capital, LAO PDR.

1.3.2 To study the levels of teachers' CPD in public schools' teachers of Vientiane capital, LAO PDR.

1.3.3 To examine the effect of teachers' motivation on teachers' continuing professional development in public schools' teachers of Vientiane capital, LAO PDR.

## **1.4 Research Hypothesis**

Teachers' motivation is effective factors for teachers' continuing professional development in public schools' teachers of Vientiane capital, LAO PDR.

## **1.5 Scope of the Study**

The main focus of this research is to study the levels of motivation based on Herzberg's two factor theory of Motivation (1959), its relation to teachers' CPD. Two out of 9 districts in Vientiane will be selected which are Chanthabuly district and Sikhottabong district. In each district, 3 schools are chosen. Therefore, 6 schools are selected from 2 districts, on the total of the sample included 341 teachers in public's

schools of Vientiane capital. The study adopts quantitative approach and employees questionnaire as research instrument to collect data.

## 1.6 Operational Definition of the Terms

**Teachers' motivation** refers to the state of mind of an individual that stimulate and motivate teacher to accomplish task satisfying their wants or needs which influences themselves performing the activity in terms of person through such as: work itself, achievement goals, job advancement, job recognition, responsibility, growth, policy and administration, interpersonal relationship, supervision, working condition and teacher income.

**Motivators** refers to the intrinsic factor that stimulate and motivate teacher to accomplish task satisfying their wants or need:

**Work itself** refers to teacher's feeling towards their teaching-learning on works and innovation challenging so that it allows individual development and themselves in terms of the job is characterized as interesting or boring in challenging.

**Achievement goals** refer to teacher's sentiment on accomplishment of career; ability to solve problem included personal satisfaction of completed a job, which can be measured from the achievement of target on time.

**Job advancement** refers to actual change teacher's feeling about the enhancement of their profession skills, opportunity of being promoted position in status of knowledge and professionalism in development for higher education.

**Job recognition** refers to acknowledgement of teacher's feeling by the authorities through praise, admiration and other rewards.

**Responsibility** refers to teacher's feeling on satisfaction in their responsibility assigned important job and giving them the full authority in making the decision over their accomplished task.

**Hygiene factors** refer to extrinsic or maintenance factor which has an influence from the work context and work itself.

**Policy and administration** refers to participation and collaborative management of personnel and organization within the set framework to empowerment aspects on ensuring transparency contributing toward teachers' motivation on CPD.

**Interpersonal relationship** refers to congenial relationship among person to person in any organization related among colleagues, civil servants and respect among the co-workers in terms of the management.

**Supervision** refers to act of guiding, supporting teachers and immediately supervisions ability to give them suggestions and encouragement to accomplish the tasks by the principal through established procedures.

**Working condition** refers to resources or facilities like amicable working atmosphere, teaching and learning facilities, proper staff room for teachers to plan and work without free from any hazards.

**Teacher income** refers to reasonable pecuniary benefits paid all forms of compensation on wage of the teachers like salary or amount of monthly paid, in relation to their workload.

**Teachers' continuing professional development (CPD)** refers to pursuit ongoing knowledge be broadly to creative by through enhancing skills formal or non-formal learning environments or people who would like to searching, learning and advances to the way of experience in communicate, which can often derive from success' ladder and enhanced job prospects be professional status with a growing skill, it is an ongoing process of career advancement to more effective in their working.

**Teaching and learning** refers to process of carry out of learning activities, in terms of the maximize opportunities on knowledge and skills, which is the results in learning that leads to successful by transmission methods learning on formal or non-formal educated between teachers and pupils.

**Student development** refers to the process of individual student's development in human growth in terms of students' learning to promote their cognitive development through coursework.

**School development** refers to education planning process in aspects of innovation changing to raise students' achievement and improve the quality of teaching skills.

**Professional relationship-services** refers to lingering sentiment to each other in aspects of discuss, talk, or even share idea from individual to other person and colleagues, in schools or institutes.

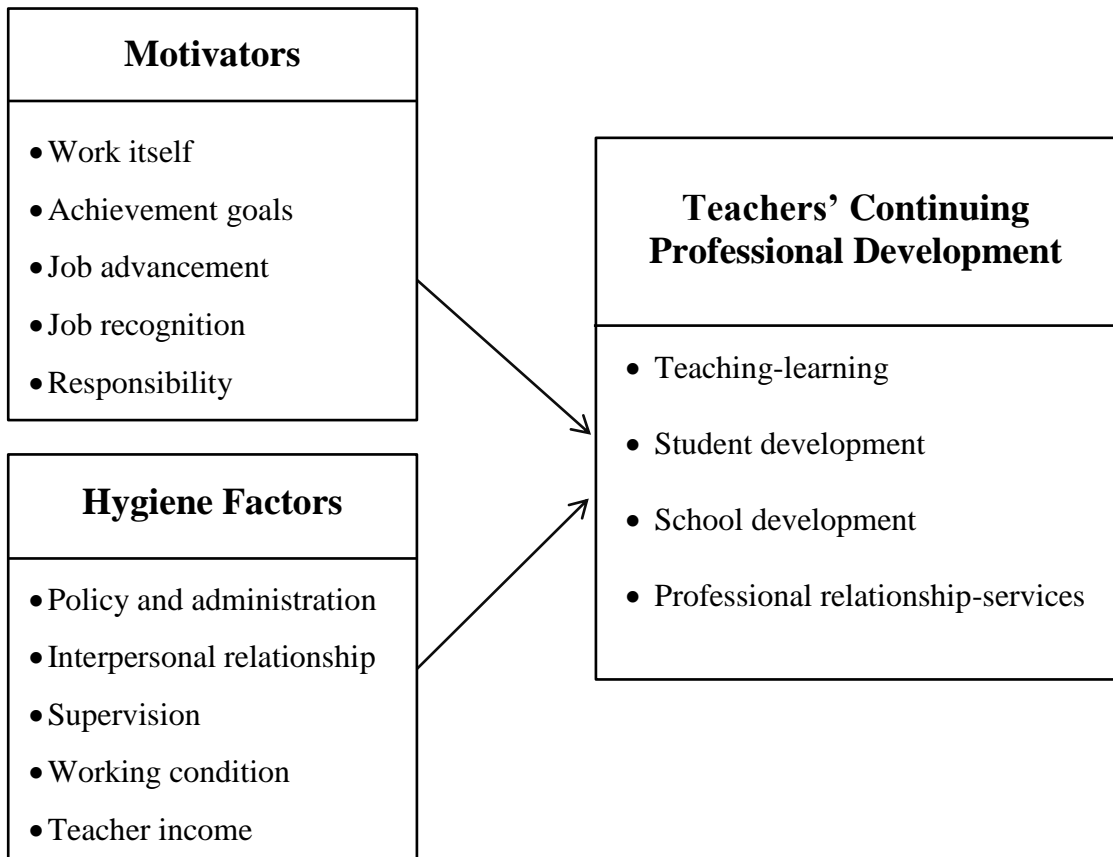
## 1.7 Research Contributions

The level of teachers' motivation on teachers' CPD of public schools in Vientiane capital, LAO PDR would be understood from the finding of this study. At the same time both of motivators and hygiene factors that lead to motivation of teachers can be found.

Based on the results, the researcher can recommend and assist district of education in identifying strategies for teachers' income that affects on teachers' CPD of public schools' teachers (moderate motivated). Accordingly, the district of education or concerned authorities could plan suitable human resource policies to retain and attract more public schools' teachers of Vientiane capital.

## 1.8 Conceptual Framework of the Study

Based on literature review on chapter 2, the researcher has set up the following conceptual framework that comprises of dependent variable and independent variables, (Yan, 2011). The dependent variable consists of: 1) teaching and learning, 2) student development, 3) school development and 4) professional relationship-services. The dependent variable is used as indicators to measure the teachers' motivation of the CPD, (Hong & Waheed, 2011). The independent variables are treated as the determinants of teachers' motivation affecting on CPD. The independent variables of motivation comprise 2 factors as follows: 1) motivators included: work itself, achievement goals, job advancement, Job recognition, responsibility; and 2) hygiene factors which included policy and administration, interpersonal relationship, supervision, working condition and teacher income.



**Figure 1.1** Conceptual Framework

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter on literature review would be presented in the following respectively for the readers' convenience.

- 2.1 Background of the Country
  - 2.1.1 Country Overview
  - 2.1.2 Education System in LAO PDR
  - 2.1.3 Structure of Education Sector
- 2.2 Concepts of Motivation
  - 2.2.1 Definition of Motivation
- 2.3 Approaches of Motivation Theories
  - 2.3.1 Vroom's Expectancy Theory
  - 2.3.2 Adams' Equity Theory
  - 2.3.3 Maslow's Hierarchy Theory
  - 2.3.4 Frederick Herzberg's Two Factors Theory
- 2.4 Teachers' Continuing Professional Development (CPD)
  - 2.4.1 Concepts and Definition of CPD
  - 2.4.2 Significance of CPD
  - 2.4.3 Trend and Changing of CPD
  - 2.4.4 Domains of CPD
    - 2.4.4.1 Teaching-learning
    - 2.4.4.2 Student development
    - 2.4.4.3 School development
    - 2.4.4.4 Professional relationship-services
  - 2.4.5 Perspective CPD
- 2.5 Related Researches
  - 2.5.1 Related Researches on CPD
  - 2.5.2 Related Researches on Motivation and CPD

## **2.1 Background of the Country**

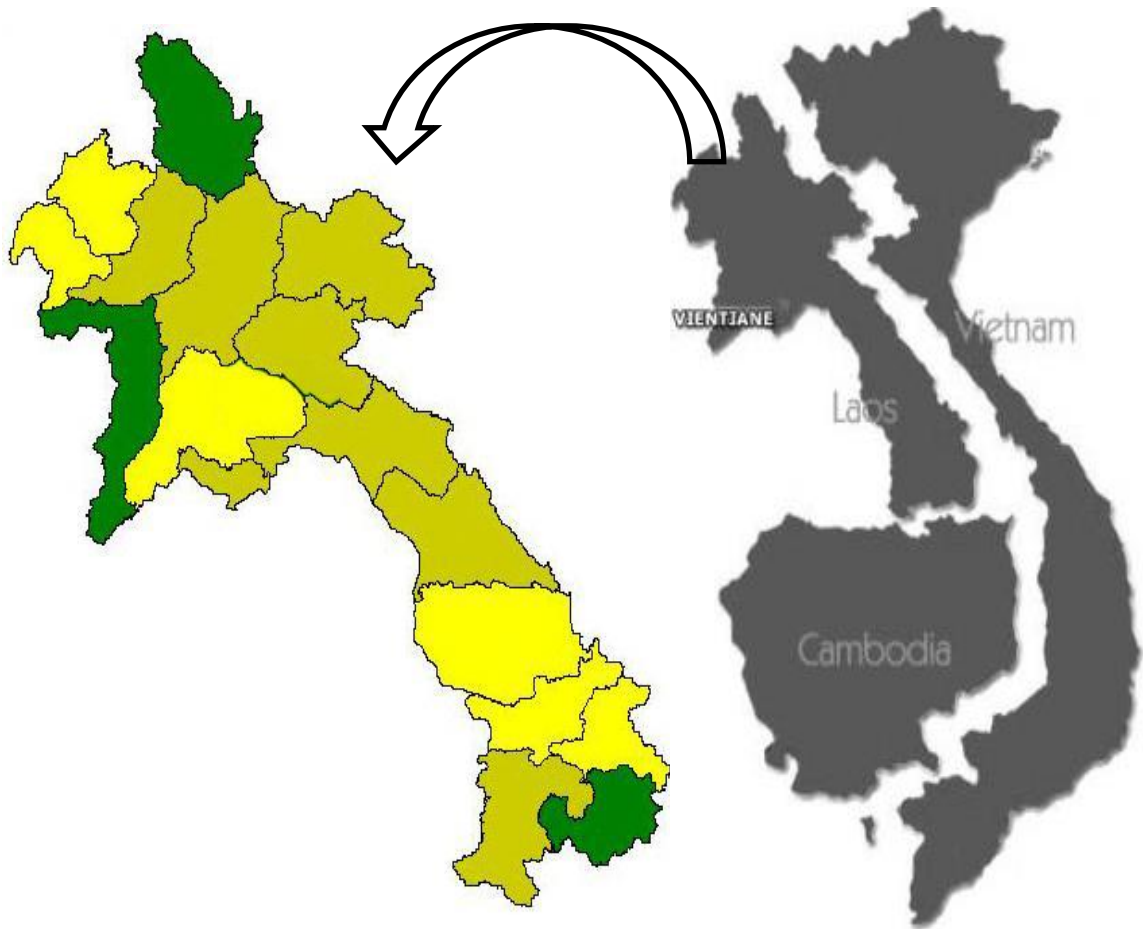
### **2.1.1 Country Overview**

The LAO PDR is one nation in Association of Southeast Asian Nations (ASEAN) region that has a long history of development (LAO PDR 2010), the country has located in South-East Asia in the heart of the Indochinese peninsular, “land locked” or “land-linked” at a latitude of 14 to 23 degrees north and longitude 100 to 108 degrees east and stretches 1,700 km from north to South, with an east-west width of more than 500 km at its widest, and approximation 140 km at the narrowest point. (McLaughlin, 2011) within boundaries are surrounded by 5 countries: China (423km) to the north, Cambodia (541km) to the south, Viet Nam (2,130km) to the east, and Myanmar (235Km) and Thailand (1,754km) to the west, the main river which is the Mekong River flows through 1,835 km of the country from north to south, which covers total area of 236,800 square kilometers, total population approximate 6,645,827 (year 2012), (World Bank 2013), the estimated population of the city is 799,000 (year 2009) and total area in the city 3,920 square kilometers. The administrative structure consists of 17 provinces, 147 districts, with 49 officially recognized ethnic groups and more than 200 subgroups (McLaughlin, 2011). More than half of country is a forest-covered mountain which an abundance of natural resources and remaining areas is lowland plains.

The Municipality of Vientiane on the bank of the Mekong River, is the capital of the Lao PDR and is the largest city, form the natural border with Thai there is a Mekong flows through from north to south nearly 1,900 km of Lao territory and creating an area with thousands of islands from southern (Lao PDR, Eds.) from a geographical standpoint the country can be divided into 3 regions: a northern region which is composed of 7 provinces, A central region with 6 provinces and A southern region with 4 provinces, which a details can see on the figure 2.1. And moreover, the country is one of the developed countries and was ranked 132<sup>th</sup> of 205 countries in the world (Phommanimith, 2008).

LAO PDR’s climate divided in two distinct seasons: Dry season start from mid-October to April, in this season it can be further sub divided into two distinct sections: November to February is the cool dry season temperatures can drop as low as

15°C (58°F-). And March to April or early May is the hot dry season, during the warmest months the temperature can rise to 40°C (100°F+), and usually sunny almost all year round. On the other hand, rainy season dominated almost all of country this season starting from May to October, temperatures during period season can reach high into the 30°C, during October is characterized by a downpour for a few hours every few days rather than all day rain. (LAO PDR, 2011 & Lao Climate, 2012).



**Figure 2.1** Map of LAO PDR

### **2.1.2 Education System in LAO PDR**

Educational system in LAO PDR have a long history of teaching-learning by under the authority of the department of education on MoES, the Laotian government has embarked building the personnel and educational system in

development becoming to professionalism and high quality in the sections that follow specialized knowledge of national program. The quality of the facilities may from desired distinctive interests in continuing development of society going on to tertiary education in teaching practices.

In former time the education system has not fully developed in an aspects and government sought to broaden the perspective support mechanism of Education sectors, due to the most of the schools in country are funded run by the government. Despite of formal education for all system faces serious with challenges, lack of adequate of schools infrastructure, shortage of civil servants or qualified personnel, issue of insufficient teachers, including lack of funds with educator. Current treatment of teachers and the management of the teaching corps are characterized by many inconsistent elements and fail to encourage teachers to undertake proper training as well as capacity enhancement activities, these things might be leads to a phenomenon where classes need to be reschedule in class. Moreover, the formal and non-formal education system still underachieve in accomplish the tasks, that is institutional shortcoming technical vocational education does not produce the competent workforce not fully, the quality of graduates as well as do not meet the same quality standard (UNESCO, 2012; Siharath, 2010; LAO PDR, 2010). Despite of the education system of the teachers in schools is evolving under conditions insufficient facilities, as wealth disparities in the distribution of educational services, and inequalities exist in every level of the system. It wills also that is major problem of Laos Education system the dearth of these things for better job opportunities (Price 2008; Phisalaphong, 2006).

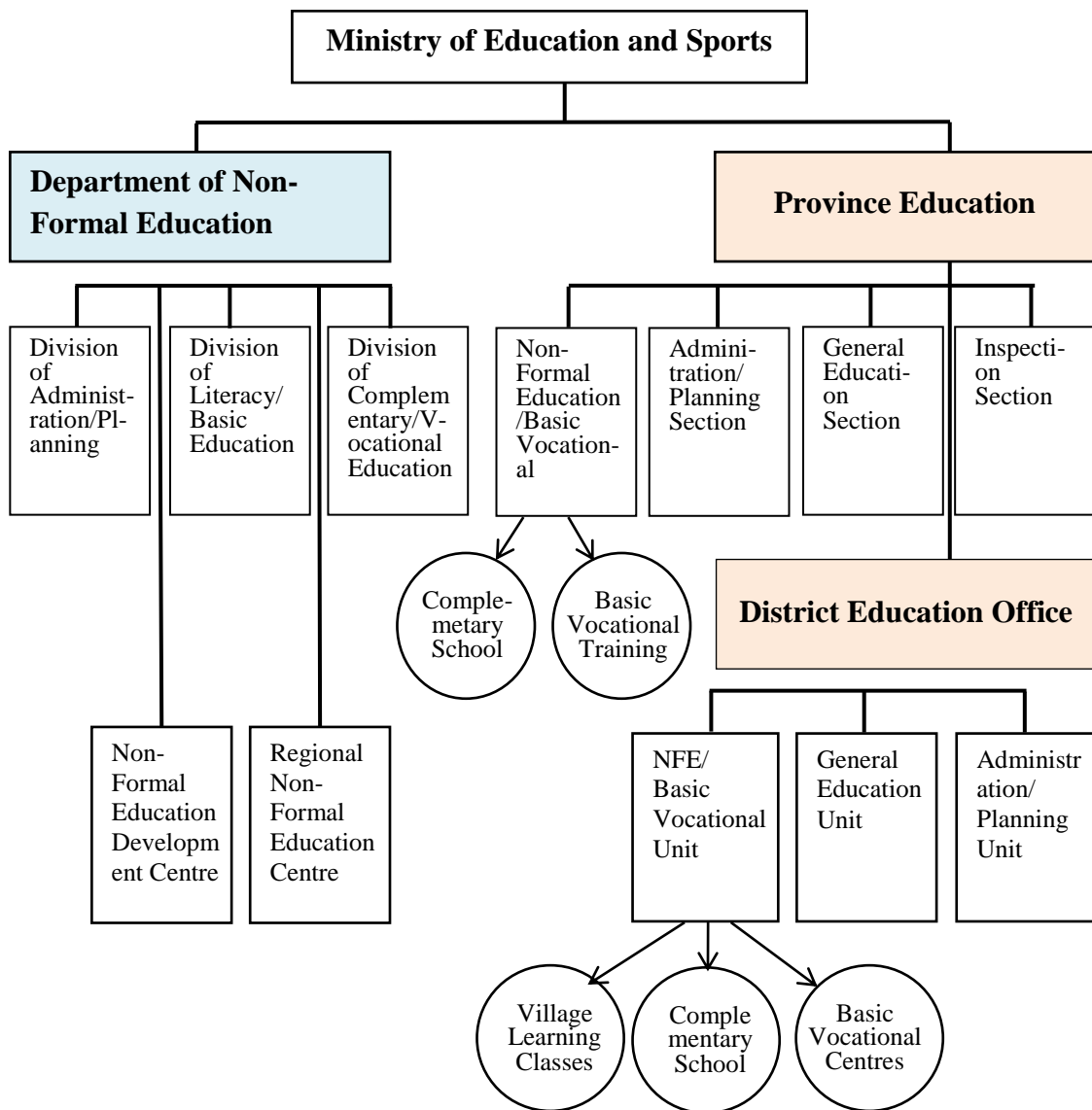
The Education Law, issued in April 2000 cited in UNESCO (2008), stipulates that all Lao citizens have the right to education without discrimination based on their ethnicity, origin, religion, gender, or social status. In regards to secondary education, the Education Law also establishes that “the government has the duty to expand secondary education as appropriate for creating conditions for the development of Lao citizens’ necessary knowledge and capacity for their occupation or further study”; “the government carefully plans the expansion of vocational education according to the needs of the labor market and individual occupation”; and “the development of vocational education was supported and contribution from all concerned sectors of the government and the involvement of state-owned and private

enterprises". The Education Law, amended in 2006/07, states that all individuals and organizations have obligation to invest and contribute to education and stipulates the introduction of 4-year lower secondary education system.

According to disclosure of MoES (2012-2013), education for all goals explained that: in a country, as in many other large countries which to needs the expand and care education in aspects of CPD of teachers to promote learning life skills for young people and teenager to increase literacy of social, improve the quality of education from professionalism of teachers and their career.

Many challenges remain, particularly with regard to further understanding how they learn and more importantly, how the shift can be made from learning environment. Along with this, entrenched systems of assessment and supervision that do not adequately respond to the learning needs CPD for teachers will require further changes if schooling in LAO PDR (McLaughlin, 2011).

Nevertheless, educational system is an essential component of education development strategy and it is a key factor as an aspects communication, likewise the education system might be a basic component of country development and modernization in the sections that follow the social modern lead to growth sustained. Based on teacher perceived and motivation of CPD it showed to the transforming by education reform in terms of the teacher's growth to transferring knowledge into students and in-service education in terms of life-long learning to contribute to the improvement and development of teaching-learning quality to achieve the goal of education.

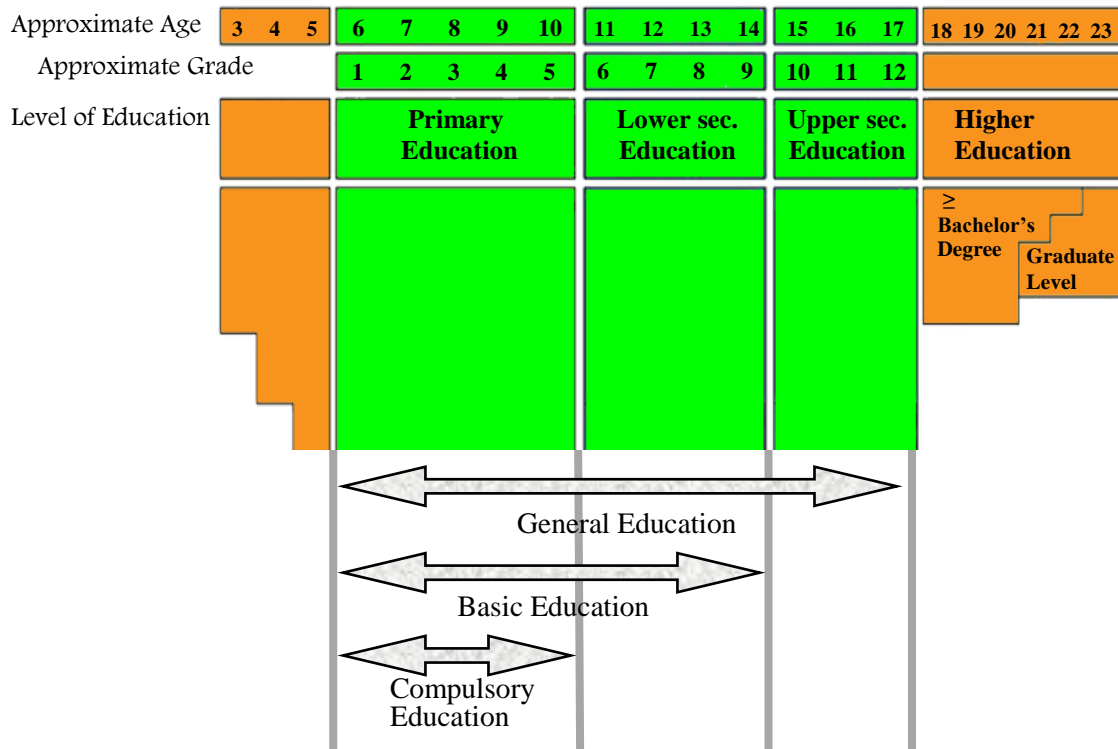


**Figure 2.2** Structure of National Literacy Agency, LAO PDR (2002)

### 2.1.3 Structure of Education Sector

General education system in LAO PDR consists into 3 levels in “primary school for ages group start from 6 to 10 years, in grade levels 1 to grade level 5”, “lower secondary school for ages group 11 to 14 years in grade levels 6 to grade level 9”, and after lower secondary school referred “upper secondary school for ages group 15 to 17, in grade levels level 10 to grade level 12”, and in primary and lower secondary school is defined as basic education, and comprises nine years of education and upper secondary is defined as a high school, as mentioned in above. After Laos

government has reform education in year 2009 under the National Education System Reform Strategy. After the completion of the reform, lower secondary education will be extended to high school or vocational (McLaughlin, 2011).



**Figure 2.3** Education Structure: Approximate Starting Age and Duration

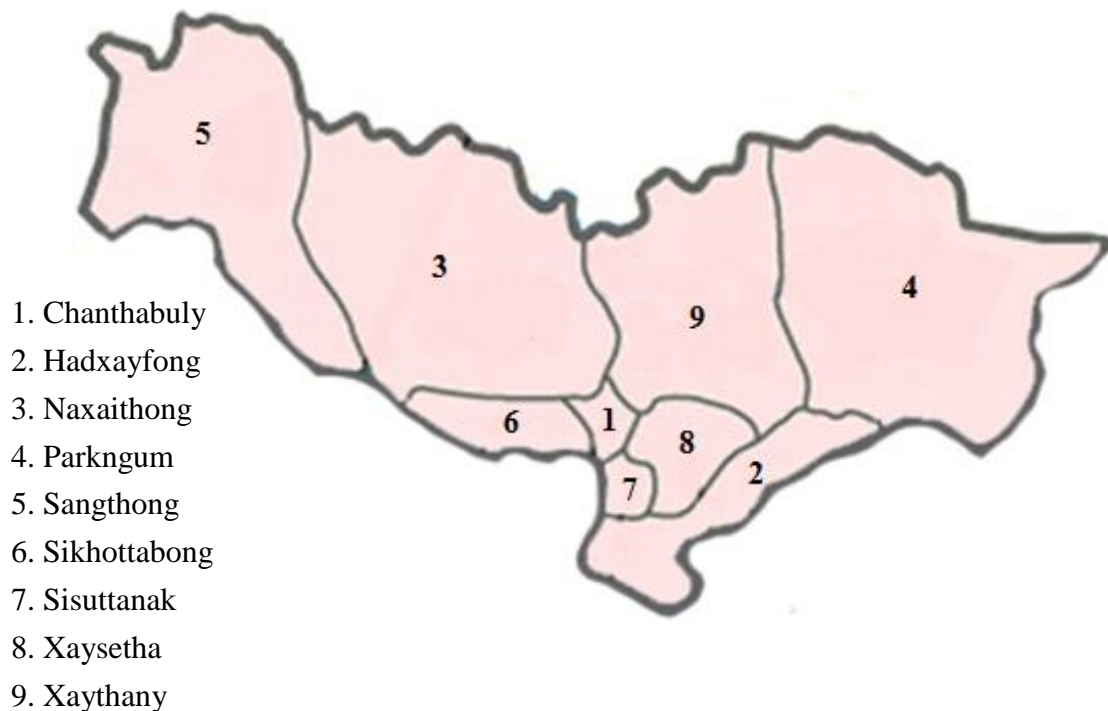
**Source:** *Secondary education regional information base: country profile Lao PDR. Bangkok: UNESCO Bangkok, 2008*

**Upper Secondary school** is available for pupils completed from lower primary schools, the course of study of durations is three years in this education sectors levels, the education system both of government and private schools an increasingly important role in this education sectors, particularly at the educationalist is providing lead to tertiary or University for continuing programs from general education into vocational levels for adolescents and adults (McLaughlin, 2011).

**Lower Secondary school** is the second education process from the first level of education, in this level is aims to enhance students' knowledge for all children and to achieve a basic knowledge of education system lead to the next level of upper

secondary school. It also stipulates that the education service can be provided by either public or private institutions, provided that the teaching-learning content complies with the national curriculum approved by the Ministry of Education, as well as the minimum standards stated in the regulations of the general education system (UNESCO 2011).

**Primary School** is one of the integrated of general education with duration time 5-year schooling system and each other should be receive education thoroughly in the first step of basic education in both of government and private schools, but content or textbooks are necessary for basic component under control by MoES designed. It is evidence suggests to education process for boys and youth needs to be complete by all the LAO PDR, regardless of gender, ethnicity and religion (Masataka & Phouttha 2005:14).



**Figure 2.4** Maps of Districts in the Vientiane capital of LAO PDR

**Source:** Vientiane Prefecture districts.png

## **2.2 Concepts of Motivation**

### **2.2.1 Definition of Motivation**

According to Vroom (1964), the word “motivation” was derived from the Latin word mover, which means “to move”. Motivation is an internal force, dependent on the needs that drive a person to achieve. Similarly, Cofer & Appley (1984) described motivation as a complicated group of concepts that explain a practitioner’s purposeful aspects of behavior. Steyn (2002) defined motivation as the complex forces, incentives, needs, tensions and other mechanisms which energize and sustain human behavior to carry out a particular action. Motivation was a complex concept but it was the driving force behind each teacher’s professional commitment and level of achievement (Klang 2006).

However, Schulze & Steyn (2003) affirmed that managers or supervisors have to be aware of the concept of motivation to understand people’s behavior that helps to move their subordinates to act. Lai (2011) refers Motivation as a behavior characterized by willingness and volition. Broussard & Garrison (2004) broadly defined motivation as the attribute that moves us to do or not to do something. Motivation was a theoretical concept that accounts for the fact that people choose to engage in particular behavior at a particular time (Beck 2000).

In addition, Herzberg (1959) motivation has been defined as attitudes on their job as a whole; employees can also have attitudes on numerous aspects of their job such as: the kind of work they performed, their subordinates, managers and their remuneration. According to Karp (1992), learners are motivated before learning could take place and motivation has to be maintained during the learning. Hence motivation was considered as the causal factor, the mediator, and the consequence of learning. Likewise, Robbins (2001), emphasized that people will put extra effort towards fulfilling the organizational goals when their needs are satisfied. Thus such motivation is called a needs-satisfying process. Motivation is two-dimensional: either categorized as hygiene factors, which refers to behaviors that are rewarded externally, or motivators, where individuals’ behaviors produced satisfaction un-reliant on an external reward system (Klyczek & Gordon 1988). Belle (2007) teacher motivation therefore referred to the willingness or the desire of the teacher to achieve the goals of

the school as an organization. Motivation is a process which can be started when a motive emerges (Nakonečný, 2005). Furthermore, Tureckiová (2009) defined incentives as factors which influence motives directly and hence increase motivators; stimuli, on the other hand, influence motives indirectly and thus increase hygiene factors.

In general, motivation was one of the most multifaceted areas of managerial roles in many studies have established motivation of workers as influential in defining job satisfaction. The level of motivation was found to impact on productivity and hence in the definitions provided by previous researchers conclude that there were lots of resemblances and differences in context, however all explanation determined job satisfaction as the optimum level of positive feeling and attitude derived from work and towards the work, other physical and environment factors related to the work and the work place.

### **2.3 Approaches of Motivation Theories**

There are several dominant theoretical approaches to motivation that have focused CPD in public schools teachers in terms of the teaching-learning, student development, school development and professional relationship-service. Highlights of these approaches to motivation are presented here, along with their relevance for teachers' motivation and teachers' CPD.

There are vast numbers of motivational theories. Many authors divide them theories into 2 basic categories content (need) and process theories (Steers & Porter, 1975 & Armstrong 2003). Additionally, it is important to realize that theory is perceived as an organizational is inspired by some of them. This division, theoretical approaches will be mentioned briefly for the purpose of the thesis as an explanation can be found in the sources stated below.

The process theories evolved from cognitive theories and are still sometimes addressed as cognitive theories since the focal point is the process of work motivation highlighting various psychological processes, such as perception and evaluation of work environment and patterns (Armstrong, 2003). Among these

theories are Expectancy theory originally created by Vroom (1964) and further developed by Porter and Lawler (1968), and Adams' Equity Theory (1965).

### **2.3.1 Vroom's Expectancy Theory**

In this theoretical approach (Vroom 1964), in this theory, it is argued that motivation appear from three kinds of people's beliefs or assumptions those are: "Multiplicative function of valence, instrumentality and expectancy" are the source of motivation in expectancy theory as theorized by Vroom (Stecher & Rosse, 2007). In order to enhance pleasure and avoid pain, people consciously chose a particular course of action, based upon their perceptions, attitudes and beliefs, this theory was based on three components.

1. Expectancy is a person's estimate of the probability that job-related effort will result in a given level of performance based on chance that effort will lead to the desired performance levels and it seen as beliefs that a particular action done by them would lead to certain outcomes.

2. Instrumentality refers to estimate of the probability that a given level of achieved task performance will lead to various work outcomes. Therefore, is an individual's belief that a person will receive a reward if the performance expectation is met to the reward may come in the form of a pay increase, promotion, recognition or sense of accomplishment will bring about rewards will always result in a salary increase.

3. Valence refers to the strength of an employee's preference for a particular reward by acceptance, recognition by supervisors, it might have positive or negative the value of the rewards to the recipient. Hence, this model explains why financial rewards are useful only if the link between the effort and the reward is clear.

Based on these assumptions, the expectancy theory has three key elements: expectancy, instrumentality, and valence. A person is motivated to the degree that he or she believes that an effort will lead to acceptable performance (expectancy), performance will be rewarded (instrumentality), and the value of the rewards is highly positive (valence).

Expectancy theory was proposed that an individual decided to behave or act in a certain way because they were motivated to select a specific behavior over

other behaviors which determine the effort the value of the reward (related to need motivation) and probability that reward depended on the effort (perceived by the individual). Due to the motivation of the behavior selection was determined by the desirability of the outcome. Nevertheless, at the core of the theory is the cognitive process of how an individual processes the different motivational elements.

Therefore, the motivational state of an individual performing a particular task is illustrated by using the following formula:

<p><b>M = E x I x V</b></p> <p>Where:</p> <p><b>E</b> Represents Expectancy</p> <p><b>I</b> Represents Instrumentality</p> <p><b>V</b> Represents Valence</p>
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Source: Isaac, Zerbe & Pitt (2001:212)

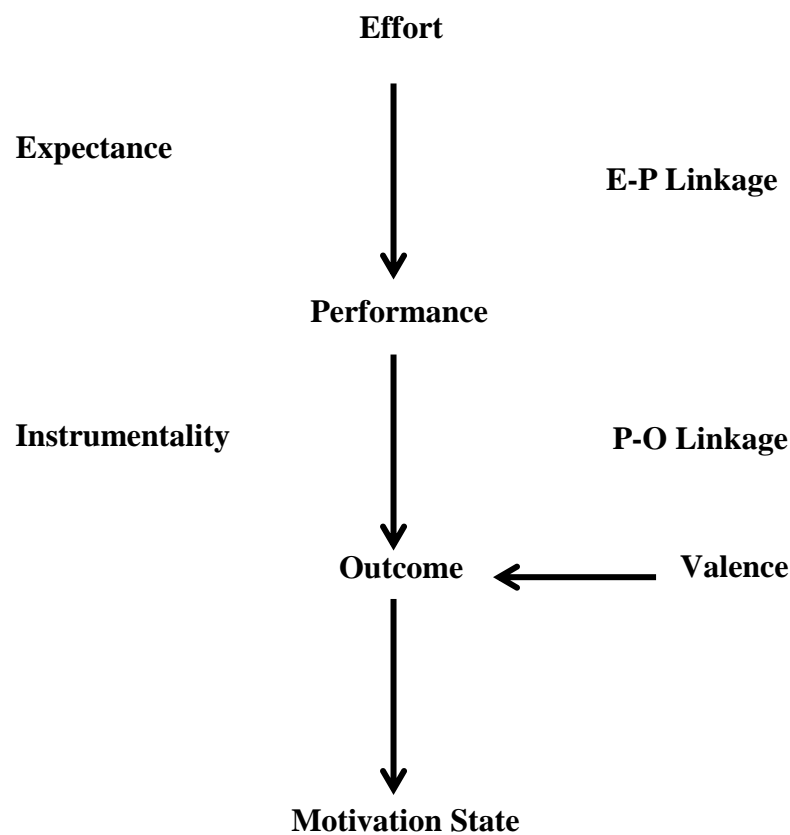


Figure 2.5 Basic Vroom's Expectancy Theory Model (1964)

### **2.3.2 Adams' Equity Theory**

Adams' Equity theory (1963 & 1965) mentioned an individual has an ability to contrast and judge the amount of positive and negative value of the reward of the job, where worker can compare the amount of work load that has been trusted upon and duration of hours they were engaged in carrying out the job with the salary, benefits, bonus and other reward they were provided for their service. When the worker was not paid equal salary to the amount of work the worker does (equal pay for equal work) human or individual becomes dissatisfied and falls towards job unhappiness, therefore, if they felt injustice in comparison with their co-workers. In this concept, "equity" was a perceived comparative process and does not refer to equality (treating everyone in the same way).

However, content theories focused on motivation and are concerned with identifying people's needs and their relative strengths and the goals they perceive in order to satisfy these needs and to create the facilities and capabilities among fellow mates whom they think falls under same group, workers also get to experience motivated when the ratio between the inputs and outputs is equal. It helps to inspires or motivates the worker or individual to enhance the level of performance for greater outcome or to continue the uniformity or standard of the job.

Although, the value of the reward of the job to reward different teachers in different ways is becomes consistent or unfairness, the reward system should be perceived as just situation or problem at hand of their decide. Those factors based on the input-output ratio that is whether there is any relationship between the input and the outcome.

### **2.3.3 Maslow's Hierarchy Theory**

Maslow (1970) developed theory that suggested that there are 5 basic types of needs, to satisfy their most basic or compelling and progress toward the most fulfilling that included physiological needs and leading through a hierarchy of psychological needs, safety needs, relationship needs, esteem needs and self-actualization needs. This model stated that when a lower need was satisfied, the next higher need became dominant turning the individual's attention towards actions to satisfy it, hence saying that only an unsatisfied need can serve as a motive of

behaviour (deficit needs). Nevertheless, the need of self-actualization can never be satisfied, if the basic need had not been fulfilled: sometimes it was called growth motivate.

The implication of the theory is that esteem needs and self-actualization needs may serve as strong impulses to motivation and do not have to be related to money (Preker, Liu, Velenyi, Baris, 2007). However, Maslow's model has been criticized mainly because of its rigidity in hierarchy.

Likewise, Owens (1995) suggested that teachers should be given the opportunity to attain feelings of professional self-worth, competence and respect, and to grow with potential opportunities to develop even greater competence and a sense of accomplishment. Maslow's hierarchy theory presented as follows:

1. Physiological needs: These included the basic needs like food, water, shelter, clothing and money. An individual doesn't progress further until and unless he/she has access those basic needs. Therefore, the society and the social network ensured that these needs are present. Motivators values include personal comfort and satisfaction, while the organization, the community, or society most often provides the hygiene factors values.

2. Safety needs: These included security, stability, and a structured environment. Here, the individual expects and pursues job security, a comfortable work environment, pension and insurance plans, and freedom to organize in order to ensure continuation of these benefits. Individual's main objective is to ensure that benefits are protected or employment needs are being met rather than contributing to long-term organizational goals. Again, we see a dependence on the external environment to provide these supports. Personal motivation may include the peace of mind that can be provided as a result of these needs being secured.

3. Relationship needs: These included socialization, affection, love companionship and friendship. The individual at this level participates for personal or motivators rewards. Since no person can live for extended periods without interaction with other people, the individual may be drawn to participate simply to fulfill this need. Organizations that provide these opportunities include social clubs, singles clubs, seniors clubs and service clubs, depending on the level of personal need. The

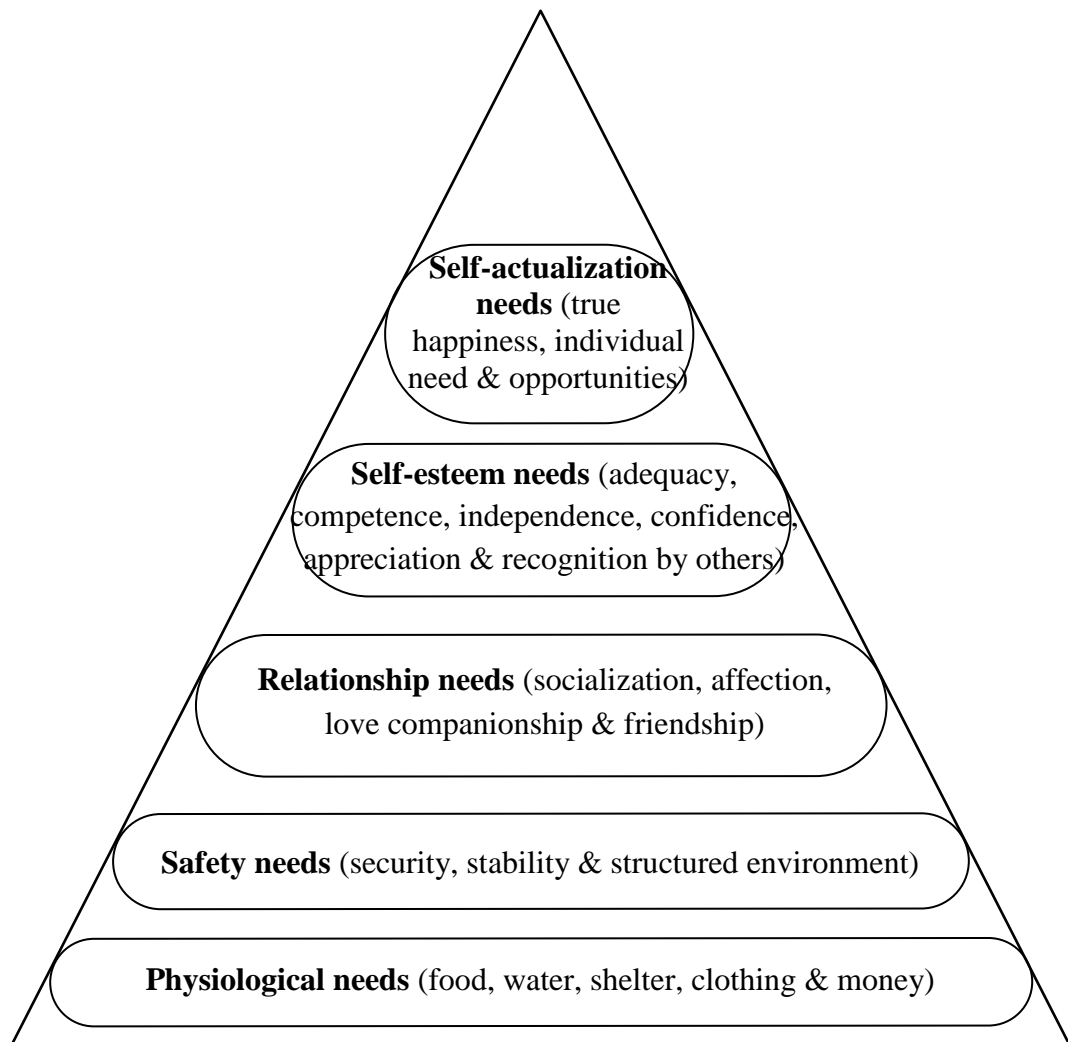
organization can assist by ensuring that the opportunity for social and relationship expectations are created and met.

4. Self-esteem needs: These included feelings of adequacy, competence, independence, confidence, appreciation and recognition by others. Again, the individual is driven more by internal or motivators needs. The external environment is needed more to provide recognition than to provide material rewards. At this point, the motivators value is more important than that which can be provided by outside influences. These include a person's need for self-respect and the esteem of others, the need for success, self-confidence, recognition and appreciation of one's own achievement, as well as the need for status. The recognition of all these needs leads to a sense of gratification. However, teachers who do not feel their esteem needs are being met are not motivated to do their job (Belle, 2007).

5. Self-actualization: Different people have different ideas about what they need to achieve in order to obtain true happiness. Organizational requirements may include the opportunity for creativity. Frequently, individuals aspiring to this level often operate outside existing organizations and instead build their own structures to suit their individual needs by more rewards or motivators move from the external environment to an internal need. It also becomes more difficult to influence motivation, since material rewards become less relevant and internal rewards become more difficult to identify and address. In order to enhance organizational performance, it is important that the organization recognize the individual need and provide opportunities for motivation. This becomes the motivators. People who pursue self-actualization are more accepting of reality, themselves, and others.

Tureckiová (2009) listed various alternatives of work motivation, which can be used as an equivalent to these basic needs. Physiological needs are motivation through income and basic work conditions, safety needs are satisfied through other perks, safety and health precautions, and indirectly through job stability (tenure). Workplace relations, group or organization cohesion, prestige of the post, and group acceptance fulfil social needs. Carrying out an important activity, success, and positive feedback on the employee's performance, promotion, and highly appreciated work status satisfies esteem needs. Finally, educational programs saturate the need of self-

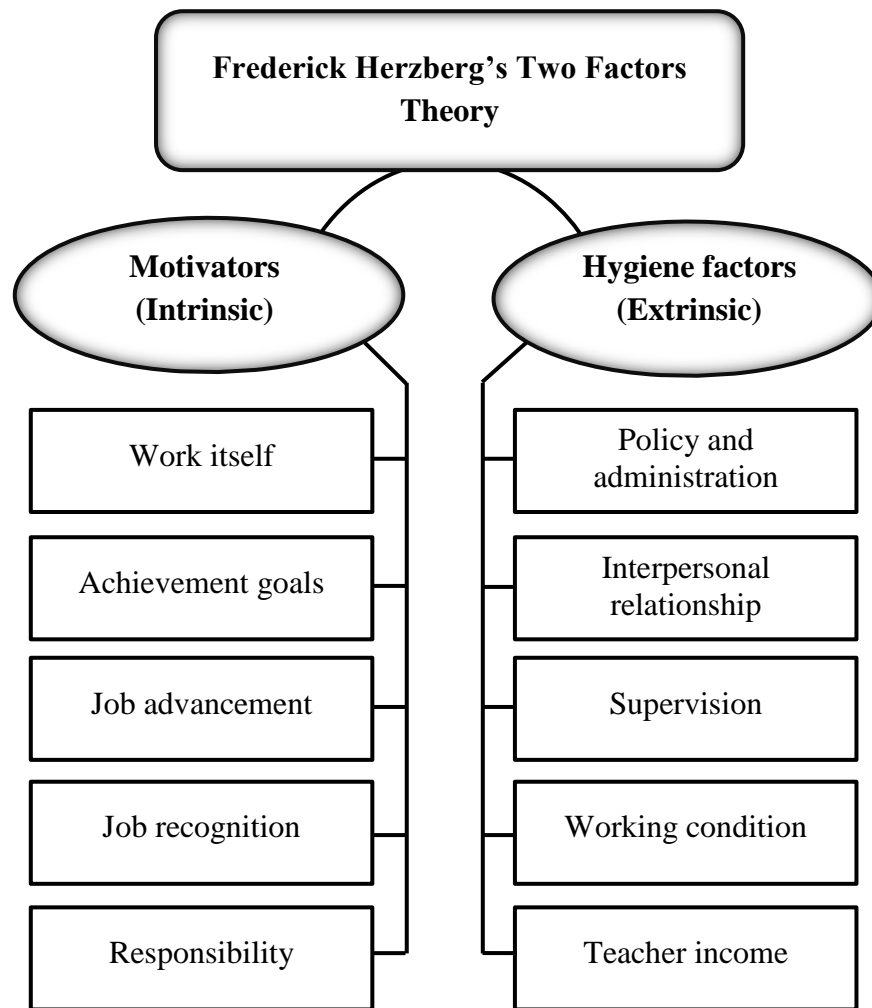
actualization drawn from the job, the opportunity to do something important for other people, and the possibility of personal and professional growth.



**Figure 2.6** Maslow's Hierarchy of Needs Theory (1970)

### **2.3.4 Frederick Herzberg's Two Factors Theory**

According to Herzberg et al (1959), theory of motivation was also called two factors theory, dual factor theory and hygiene or maintenance theory of motivation based on the information collected by him and his associates by interviewing engineers and accountants. The information collected relates to the attitude of people towards work. This attitude towards work depends on two factors namely hygiene or maintenance and the motivating factors.



**Figure 2.7** Frederick Herzberg's Two Factors Theory (1959).

Motivational factors are described as factors, which contribute to satisfaction when present, such as achievement goals, Job recognition, work itself, responsibility and advancement. The motivators are intrinsic factors to the work itself as the motivational factors dealt with the internal state of mind. These factors influence the human's emotion in job, which thereby enhances the person's drive to work efficiently to derive satisfaction at work (Herzberg et al, 1959).

**1. Work itself:** The nature of work must be made meaningful, interesting, challenging and suitable to the employee's ability and existing knowledge.

**2. Achievement goals:** This factor referred to the completion of the work, have ability to solve problems, see job result, clarity of the job, which can be measured from the achievement of the target on time.

**3. Job advancement:** means recognizing the potential of the individual and promoting him or her to the next higher level (position) of the job hierarchy in the organization and enhancing knowledge and skills.

**4. Job recognition:** is an appreciation by the peers, colleagues, supervisors or boss and people around for his or her dedicated service. The person is praised, acknowledged, respected and appreciated by all the workers in the work place for executing the work well.

**5. Responsibility:** These factors referred to the individual's satisfaction on the assigned task and authorize to make decision on the accomplished task.

Whereas, the hygiene factors seek to fulfil the physiological needs of the employee. They are the external factors influencing the work to avoid dissatisfaction. Herzberg classified policy and administration, interpersonal relationship, supervision, working condition and teacher income as hygiene factors. He concluded that hygiene factors were extrinsic factor of motivation.

**6. Policy and Administration:** is the function of the policy and administration of the company to create happy work environment or good climate of an organization by putting good working system in place.

**7. Interpersonal relationship:** This factor referred to the relationship among the workers, subordinates and supervisors. In any organization, maintaining cordial relation among the colleagues help the employee enjoy doing the work in the organization.

**8. Supervision:** This factor referred to the ability of supervisor in managing, fairness and equity including the willingness to of supervisor to provide subordinates suggestion, security in the position and reputation of the organization.

**9. Working condition:** The organization should be safe and hygienic with all the necessary resources and facilities to facilitate the work.

**10. Teacher income:** The employee must get reasonable salary that they deserve. If the salary is not up to the expectation to lead a happy life then it affect the motivation level and can push to dissatisfaction.

The motivators were associated with long-term positive effect in job performance while the hygiene factors (dis-satisfier) consistently produced only short term changes in job attitudes and performance. Thus, organizations should realize the

importance of balancing motivators and hygiene factors that would make the job more interesting and challenging (Lussier & Achua, 2007).

In accordance with Herzberg's two-factor theory, two interpretations of motivation can be seen-motivators and hygiene factors. Motivators can be perceived as intra-individual's satisfaction with work, whereas hygiene factors is described as satisfaction with outside work conditions (Pauknerová et al, 2006). However, Herzberg's two-factor theory, when the motivators are at low level, they lead to demotivation unlike motivators, which enhance motivation. Therefore, the distinction between motivational factors and hygiene factors are the main concept of Herzberg's two-factor theory.

From the many theories mentioned above, the present study focused on Herzberg Two Factor Theory (1959) addressed the challenging problem of motivation in terms of those factors, which causes motivation (motivators) and (hygiene factors), conceptual frameworks are very important in the literatures and designed framework's develop process would be the focus point of a study as a determinant of the public schools teachers' motivation. Therefore, Herzberg showed that motivation and demotivation at work arose from different factors and not only from opposing reaction to same factors. Although, the motivation was initially used for the social services sector, it has been found reliable for different organizational sectors in different cultures (Liu, Borg & Spector, 2004). Watson, Thompson & Meade (2007) also supported that teachers' motivation Survey is one of the popular instruments to measure teachers' motivation.

Thus, the motivation Survey Herzberg's Two-Factor Theory was chosen to use as the instrument to collect data for this study because it could cover all the dimensions that the researcher desired to measure the teachers' motivation and since it shows motivators and hygiene factors which could be relevant in integrating into the research topic regarding the motivation theory of the public schools' teachers in Vientiane capital of LAO PDR.

## **2.4 Teachers' Continuing Professional Development (CPD)**

### **2.4.1 Concepts and Definition of CPD**

The definition of CPD is not unique concept upon teachers' CPD rather it varied from different educational authors:

According to Hismanoglu (2010), CPD has been defined as an inclusion of in-service training and workshops in one hand while on the other hand it has been defined as a process in which teachers work under supervision to gain experiences. Daloglu (2004) referred to CPD as all about learning and transforming of knowledge into practice by the teachers for the benefit of their students' growth. It's also defined as an occupational instruction intended to equip teachers with tools and resources necessary to provide quality instruction, which is geared to provide learners with an enduring and applicable understanding of scientific concepts. As per Mitkovska (2010) pointed out CPD was a long and continuous process of teachers' growth for professionalism preparing from the beginning until the last breath. It is also a process of providing teachers with new knowledge; skills and strategies in various competences have influence on teachers' motivation, which affects the students learning. Similarly, Chang et al (2013) emphasized that learning experiences toward the attainment of self-developmental or lifelong learning that facilitates coordination is facilitating organization development.

CPD of teachers mean participating in various educations related fields to improve the efficiency of knowledge, skills and attitudes by means of self-education. According to Zhao (2010), CPD includes: subjects knowledge and capabilities: the knowledge and capabilities of curriculum, teaching materials, and activity content; expertise: the knowledge and capabilities of educational technologies, class administration, student counseling, new knowledge of education and research; general knowledge and capabilities.

CPD can be formal as well as informal where teachers gain increased experiences in their teaching whereby they achieve their professional growth (Glatthorn 1995 & Ganser 2000). It is also defined as the growth whereby the teacher moves through the professional career cycle to foster the growth on their experience. Chang, Yeh, Chen & Hsiao (2011) also confirmed that the CPD for teachers are

continuously developing and enhancing their individual skills. Similarly, (Padwad & Dixit, 2011) showed that CPD is a continuous and lifelong process to develop one's personal and professional qualities, and also to improve their knowledge, skills and practice. This will ultimately lead to empowerment, improvement, and the development of their organizations and their students. Day (1999) confirmed that professional development is more of holistic approach covering all kinds of learning experiences; be it planned or unplanned, for individual or for institution, the core aim is to improve the quality of education.

According to Goodall, et al (2005) & Galloway (2000), the CPD is often left ill-defined being in many cases conflated related with the concepts of in-service training and on the job learning. Nevertheless, both are more limited than CPD, as CPD can encompass a wide variety of approaches and teaching and learning styles in a variety of settings (inside or outside of the workplace). It is distinguishable from the broader concept of lifelong learning, which can include all sorts of learning. It is seen primarily as being related to people's professional identities and roles and the goals of the organization they are working. Gibbs (2011) emphasized that CPD is to develop the abilities of the individual to bring changes and to improve their practice and service provisions. It should be a continuous process of professional learning and personal growth. The responsibility for CPD lies with a range of different partners, all with different agendas, which may not necessarily be synonymous.

In fact, the CPD of teacher is the component of lifelong learning in the educational process. Joyce (1981) revealed that it's not only for children but also for teachers because education for all claims the pace of social, technology and economic change. Therefore, the sources of all changes come from CPD or lifelong learning because initial training is not sufficient enough for teachers to deal with a lifetime practice in times of dynamic change (Department for Education and Employment [DfEE], 1998). However, teachers as professionals must engage in CPD across different phases of professional lives to fulfill different needs and goals in their careers (Harrison, 2003; Day, et al, 2007; Day & Gu, 2010).

In postmodern trends of thought, CPD of teacher was meant to enhance their innovation, and is considered a modern teacher's professional behavior (Dooley, 1998). Thus, Duke (1990) stated that the teachers' CPD were not only the acquisition

of knowledge, but also a dynamic learning process enabling further recognition of the educational environment, and enhanced reflection abilities. Vries, Jansen, Wim & Grift (2013) stated that CPD was a learning experiences of conscious and planned activities which are intended to be of direct benefit to the individual, group or school that contribute to the quality of education in the classroom.

#### **2.4.2 Significance of CPD**

According to (Bolam, 1993; Day, 1999), CPD as the most important on education system to social needs and for comply with quality education improvement; particularly CPD of teachers is an ongoing to professionalism due to an improvement of knowledge and skills gained as a result of continuing process of education through training, learning and other activities where teachers are engaged with others or alone. Such engagement certainly enhances their knowledge and skills and their attitudes towards education of the children that brings improvement in the quality of teaching and learning. Thus CPD is often regarded as the key to successful education reforms. Hence, teachers are expected to experience CPD to keep abreast with the relentless change taking place in the education system. However, problems arise when too much emphasis is placed on making sure that teachers take part in CPD initiatives (Aminudin, 2012).

Karabenick & Noda (2004) noted that the improvement in teaching practice updating with the latest knowledge were the critical factors for teachers' CPD. Furthermore, Mizell (2010a) pointed out that the best methods for teaching their students was consistent efforts made by teachers for their career development; while Richards & Farrell (2005) suggest that the teachers become familiar with the latest resources and methodologies through ongoing teacher development which keeps them abreast of to the current standards for instruction. Likewise, Mokhele & Jita (2010) emphasized that the CPD was increasingly becoming a priority worldwide, which is essential for the improvement of education.

It is widely viewed as the most effective approach to prepare practitioners adequately, improve instructional, intervention practices, increase their knowledge and change their instructional practices (Borko, 2004). Similarly, Similarly, Aminudin (2012) demonstrated that in order to cope up with the changing demand and

expectation of the quality of education received by school maintaining of level of professionalism was essential. It is also believed to be more effective in creating sustained change to teaching practice when it is designed to accommodate to the learning needs of the students as well as the teachers.

As per the National Research Council Washington, DC (2007), the nation's vision of enacting new curriculum materials, assisting teachers in learning the content, understanding the technology, and developing their instructional strategies that the key components for CPD. In order to bring desirable student outcomes there is a need to change on the quality of instructions through the promotion of self-regulated learning (Schnellert, Butler & Higginson, 2008:22). When teachers are oriented towards more learning and development, they express more learning and development towards students. However, the study did not provide any relationships between teachers' CPD profiles and their subject oriented beliefs be it positive or negative (Vries, Jansen, Wim & Grift, 2013:86).

However, all conditions for ongoing development involved in the educational system in terms of the knowledge and skill of specific objectives, especially network structure of CPD and more likely to learning and the implementation of educational reforms Mitkovska (2010). In order to make the CPD programs successful, the program has to be designed in such a way that it responds the needs of the teachers in a way the program is aligned with their personal circumstances and motivations besides involving them in the planning processes. Change occurs most rapidly when people want to change and when they see some benefit in doing so (Mokhele & Jita, 2010:1765).

### **2.4.3 Trend and Changing of CPD**

As there are greater demands on teachers' requirements, there is a need to reform CPD where the academics have called it as a precursor to educational reform (Fullan, 2002; Glickman, 2002; Guskey, 1995 & Sparks, 2002). According to Fullan, (1995); Herrity & Morales, (2004), they found that the development of formal and informal learning pursued and experienced by the teacher under the conditions of complexity and dynamic change are the complex challenges faced by the schools. CPD is about change in individuals, their perspectives and personal theories, and their

practices. The primary responsibility of teachers' professional growth and learning is an alternative form of CPD. Study group as an alternative form of CPD (Jenlink & Welsch, 2001).

Likewise, Mokhele & Jita (2010) stated that many CPD programs and activities are designed to change teachers' attitudes and beliefs. The ongoing development is often attempting to change teachers' beliefs about certain aspects of teaching or instructional innovation that will ultimately lead to specific changes in classroom behaviors and practices to improve student learning. Similarly, Clarke & Hollingsworth (2002) described that the teachers attempt to change and improve their performance and develop additional skills or strategies through in-service teacher education was accounted as their personal growth.

Buysee (2001) emphasized CPD as an important program to support teachers and understand teachers' needs and experiences in participating in CPD is essential for dealing with the changing world. In response to globalization, as well as higher accountability demands, (Frost, Durrant, Head & Holden, 2000) there have been changing expectations upon teachers' roles from the public. Higher demands on CPD are due to changing roles of teachers as a result of changing requirements and expectations from the communities. With the rise of knowledge-based economy, there has been a paradigm shift of teachers from being transmitters of knowledge to facilitators of knowledge, from traditional 'followership' to 'leadership' roles in dealing with rapid educational changes. Blandford (2000) stated that this learning of teachers should thus be regarded as ongoing and the importance of CPD should not be understated.

According to Clarke & Hollingsworth (2002) teachers are viewed as learners and schools as learning communities. Hence, CPD appears to be fundamental to new perspectives on teacher change. Fullan (1982) pointed out that there is a need to be considered on how the process of teacher change is address in CPD programs. Workshops usually attempt to change teachers' beliefs and attitudes with the hope that such changes will lead to changes in classroom practices. Similarly, Daloglu (2004) disclosed CPD activities to lead teacher change as growth or learning, programs need to be an immediate needs of teachers embedded in the reality of school life and integrated with an articulated vision for students adequate to facilitate growth of

change. Therefore, Bredeson (2002) demonstrated the notion of professional development through three interdependent concepts: learning, engagement and improved practice to define professional development as learning opportunities that engage educators' creative and reflective capacities in ways that strengthen teacher practice.

Guskey (2000) argued that CPD for teachers needs to provide them the opportunity to get regular feedbacks on the changes made to their teaching practice, they believed to be able to change teaching practice compared to professional development programs conducted in the forms of large group presentations, training programs, workshops and seminars.

However, Day (1993) noted that the improvement in student learning is noticeable as teachers are increasingly experiencing significant accountability in their day-to-day teaching. He claims that "In a developing and changing society" educationalists are entitled to teaching. Teachers, too, are entitled to support for their professional development where it relates to the needs of the system particularly the continued and enhanced quality of education for students. Curtis & Cheng (2001:139) stated that teachers need support and guidance for facilitating their learning through the process of change. Likewise, Wenger (1998); McLaughlin & Zarrow (2001) emphasized that CPD encourages teacher to work together and learn from each other with collective inquiry besides applying what they have learnt and practiced at school and classroom levels. Schon (1983) also emphasizes the importance of ongoing critical reflection as teachers become reflective practitioners. In view of CPD where teachers are seeking fulfillment through reflection and professional development, change was realized as growth or learning and teachers themselves are learners in learning.

#### **2.4.4 Domains of CPD**

##### **2.4.4.1 Teaching-learning**

From the studies of (Gray, 2005) stated that the core of education, teachers are profoundly devoted to student learning where students were at the center of teaching-learning are likely to common of teaching professional on CPD. Likewise, Huffman, Thomas & Lawrenz (2003) researched on the effects of various types of professional development in mathematics and science for about 200 middle

schools teachers. The finding showed that standards-based instructional practice of professional development examining practice and curriculum development were most significant related to the continuous professional development.

#### **2.4.4.2 Student development**

From the research carried out by Yoon, Duncan, Lee, Scarloss & Shapley (2007), there was positive and significant effect on student achievement if the teachers were provided more than 14 hours of continuous professional development. Similarly, Wei, Darling-Hammond & Adamson, (2010) showed that professional development that is sustained over time and includes a substantial number of contact hours on a single professional development focus (averaging 49 hours in one multi-study review and close to 100 in another) results in increases in student learning.

Similarly, Yan (2011) found that the development of pupils demonstrated their great concern about student development. They consistently recognized student development as their major work in the field of education. Likewise, Kennedy (1999), found that the evidence of student development influences student's learn, and can also play a key role in CPD. Teacher expertise is identified as the single most important factor in determining student achievement (Darling-Hammond, 2000). Effective CPD produces changes in teachers' instructional practice, which can be linked to improvements in student achievement (Blazer, 2005). Studies have found that student performance improves when their teachers attend high quality professional development programs and transfer new concepts and strategies to their daily classroom practice. Wei & colleagues (2009) found that student achievement improved most when teachers were engaged in sustained, collaborative professional development that specifically focused on deepening teacher's content knowledge and instructional practices.

#### **2.4.4.3 School development**

According to Yan (2011) pointed out in the school development domain, teachers perceived the need for adaptation to the school vision and mission, culture and ethos as the least. Teachers mostly were concerned about their teaching job rather than school policy-making for training needs to certain roles of teachers and students. Similarly, Zhao (2010) revealed that the knowledge

management strategies to improve CPD is one of the part for quality of teacher and student in terms of school development for establishing performance, knowledge management system of ongoing teacher professional development.

Likewise, Day (1999) argued that neglecting the concerns of individual teachers on CPD would result in little impact of schools development on students, teachers and their workplace. Goodall et al (2005) showed that the teachers' ongoing development is related with professionalism needs particular, effective learning is based to take place between the developmental needs of the teacher and the CPD is critically important in ensuring that there is a positive impact at the school development on classroom level.

#### **2.4.4.4 Professional relationship-services**

According to Jones (1996) it identified creating positive teacher-student relationships as one of the five main features of the comprehensive nature of classroom management. Likewise, Marzano (2003) emphasized that teacher-student relationships are the keystone of the other three factors of classroom management such as makes efforts to form relationships with their students making all students to achieve and take extra measures to help them succeed and including striving to form positive relationships with them.

However, Gable, Hester, Hendrickson & Sze (2005) pointed out a teacher-student relationships is a learning process influence each other, student academic performance and classroom conduct based on their respective backgrounds and experiences in terms of the responsibilities to bring about changing of CPD. Similarly, Deiro (2003) teacher-student relationships are found to promote learning aspects and academic growth within perceived students and teacher-service.

#### **2.4.5 Perspective CPD**

Hargreaves (1995) which is argued to be a critical point to teachers' professional learning experience, collective participation in CPD also gives teachers more opportunities to learn from each other's practice. Fishman, Marx, Best & Tal (2003) explain that CPD is the knowledge related to general teaching work such as assessments, classrooms organization and management and teaching strategies. Hargreaves & Goodson (1996) stated that professional learning for teachers will

enrich their knowledge base, improve their teaching practice, and enhance their self-efficacy and commitment to quality service. Consequently, knowledge content has become the most significant component of any form of CPD programs. (Fullan & Mascal, 2000) found that as the activities designed do not provide teachers with ample opportunities to engage in active learning which is believed to be a crucial factor in sustaining the changes made to their teaching practice.

However, Birman, Desimone, Porter & Garet (2000) explain that CPD that incorporates active learning for teachers to observe teaching, plan classroom implementation, such as practicing in simulated conditions, and developing lesson plans. Likewise, Kwakman (2003) believes that CPD for teachers needs to allow teachers the opportunities not only to construct their own knowledge but also to direct their own learning. Duffy & Cunningham (1996) also assert that teachers need to construct their own knowledge by anchoring new information obtained to pre-existing knowledge. Birman et al (2000) assert that collective participation in CPD is more likely to afford opportunities for active learning and are more likely to be coherent with the teachers' other experiences and also CPD involves collective participation, especially for teachers believed to be able to sustain the changes made to their teaching practice. In addition, the suggestion for teachers' CPD to extend over a longer period of time is believed to result to teachers leaving their classroom more often and hence causing more disruption to the students' learning (Wayne et al, 2008). Teachers' CPD is considered a continuous process determined by the interplay between the individual and the organization, leading to a combination of craftsmanship and mastery. Learning experiences are the result of interactions between learning opportunities and the learning space (Zhao, 2010).

As shown above, CPD's definitions were referred variously by different researchers. CPD of teachers, education system and social needs or career developer, for the improvement of the knowledge and skills gained an enhances the teacher efficiency in terms of learning and advancing to the way of experience in communicating, which can often derive from ladder and enhanced job prospects to be professional status with growing skills. It is an on-going processes of career advancement to be more effective in their work and professionalism in education system as alongside self-development and improvement their career by function of

CPD, its might be beliefs will lead to specific changes in behaviors and job practices. Therefore, CPD of teachers believe to be a research and study for self-development by the way one finds out knowledge of all teaching career, and the role of CPD might be concerned by society and organizations, due to the key factors of educational process changes of CPD. In relation to the practicality of working in Lao schools, there are CPD challenges when introducing concepts in terms of the school improvement, quality of career particularly the needs of ongoing develop in many aspects for quantity and quality might be early to predict how it may develop but initial indicators would suggest that it is possible to use a self-evaluation process in order to support school improvement and CPD challenges in a country that has as many social and economic challenges (Grimes, Sayarath & Outhaithany, Ed.s).

Therefore, the country have the new requirements in teachers CPD to meet development trends of educational process in aspects of promote to development of teachers quality of CPD and upgrading through their careers, improve to teachers training in teachers responsibility toward education process, continuing amend in terms of the new educational system for CPD of teachers, promote teaching and learning by improve and upgrade the quality of teacher to teaching theories alongside actual practice and promote training teachers in different subjects (pedagogy) at different levels (MoES, 2012 & Boupha, Ed.s.). However, it would be more and more support to teachers CPD of the need for stepping up for-too-long neglected in terms of teachers' motivation on general education in LAO PDR. Therefore, CPD has been defined as the means of updating, developing and broadening the knowledge.

Timperley et al. (2007) noted that the professional growth paradigm is motivation. While motivation plays a key role for all learners, as adults, teacher learners are less likely than school-aged students to engage in new learning experiences if they do not see the relevance to their professional lives. Day and Leitch (2001) stress that the cognitive aspects of teaching function in interaction with the emotional aspects of teaching: "Teaching at its best requires motivation, commitment and emotional attachment. Therefore, the demands of CPD and teachers' motivation would be a central role in program of teacher education and CPD in all phases of teachers' lives in LAO PDR.

## **2.5 Related Researches**

### **2.5.1 Related Researches on CPD**

According to research of Kaya & Altuk (2013) studied on the views concerning in-service teacher education courses in Turkish science teachers' professional development, focus on the factors effecting of teachers' CPD. In the purpose of study was to identify administrators and science teachers views regarding in service teacher training courses, the data collected by quantitative and qualitative, the interviews were conducted with 6 head teachers (administrators) and 6 science teachers and a questionnaire was conducted with 109 teachers from seven primary schools in the Nevşehir province, Turkish science teachers.

The data were analyzed by the way of descriptive analysis and content analysis of statistics. The finding of the study suggested the views concerning in-service teacher education courses in Turkish science teachers' professional development were a positive in satisfied with in-service training programs being prepared according to the respective branches.

Another research conducted by Aminudin (2012) on teachers' perceptions of the impact of professional development on teaching practice, the study aimed to investigate the perceptions held by a group of primary school teachers of the impact, to examine the factors on effective that influenced teachers perceptions and to examine the challenges or difficulties experienced in relation to teachers' professional development on their teaching practice at a small full primary school in West Auckland.

On the data collected by teachers' perceptions of the impact of professional development on teaching practice, used semi-structured of qualitative and quantitative, the questionnaire were conducted with 13 teachers who hold a teaching position in the school and for the second phase were an interview five teachers who have completed the questionnaire, included (senior teacher and teachers' leadership), and 282 of students. In the analyzed data, author used reduction and interpretation of statistics, which is the result of the study were showed that all the participants agreed that their professional development experiences had a positive impact on their teaching practice.

From the studied of Yan (2011), on teachers' perceptions and experience of CPD, it aims to explore the teachers' experiences in CPD and understand how teachers view about CPD practice and what can be further facilitated for the effectiveness of CPD in Christian primary school in the Hong Kong context, focusing on teachers' perceptions of CPD activities and teacher competencies in the teacher competencies framework in the latest government CPD policy, towards a learning profession: the teacher competencies framework and the CPD of teachers.

On the data collected by the teachers in three Christian primary schools on quantitative and qualitative research and for the analyzed data the author used ANOVA tests, SPSS for Windows, Chi-square tests of statistics. A total sample population 103 of respondents from three Christian primary schools in the Hong Kong, the finding revealed those teachers' perceptions seemingly were negative affected by many aspects of an imbalance between teachers' personal needs and school needs.

Chang, Yeh, Chen, Hsiao (2011), conducted the research on technical education teachers' professional development the purpose of the study was on an examination of critical factors of task autonomy, organizational learning and group cohesiveness on teacher's innovation of professional development. On the data collected from the population 275 respondents in Taiwanese technical educational 6 junior colleges and their departments and educators, conducted by questionnaire survey and this study the researchers analysis by one-sample t-test. The results showed that the degree of innovation of professional development revealed significant positive relationships with those factors of technical education.

While, Price (2008) conducted a study on teacher perceptions of the impact of professional development and teacher-student relationship on school climate in Alexander City public school system in East Central Alabama. The purpose of the study was to investigate the role of professional development activities that focused on teacher-student relationships and improved school climate as a resource to further empower teachers to enhance the achievement of the students. The data collected by using the teacher perceptions of the impact of professional development and teacher-student relationships on school climate survey. The data were analyzed by the way of descriptive statistics. A total of 241 teachers from five schools of the Alexander City

school system participated in the study. The finding of the study indicates that teacher' perceptions were impacted by the existence of positive teacher-student relationship and that consequently enhanced the school climate.

Likewise, Karaaslan (2003) studied on the perceptions of self-initiated professional development of English language teachers at English language school. The purpose of the study was to investigate the perceptions of self-initiated professional development of English language teachers at English Language School of Bakent University while dealing with some professional development opportunities, impediments to development of teachers and recommendations will be studied. The overall of data collected, the author used t-test analysis of variance (ANOVA) and descriptively statistics. In the total of 110 English language teachers but population responded only 102 of respondents and the findings showed that teachers predominantly agreed with the ideas that reflect some of the major and accepted conceptions about professional development. It also suggested that teachers accepted that they needed to show certain attitudes in order to improve professionally.

### **2.5.2 Related Researches on Motivation and CPD**

The researched by Meanwhile, Hürsen (2012) studied on the attitudes of teachers towards professional development activities in the Turkish Republic of Northern Cyprus and the purpose of this study to determine teacher attitudes on professional development activities which the population in high school teachers by 448 respondents within the boundaries. The overall of data from collected by professional development activities by survey questionnaire and for the analyzed data the author were used t-test and One Way ANOVA. The findings of the research found that the effectiveness of teachers' professional development activities of the service created a significant difference in their attitude towards the CPD appeared to be in more positive attitudes of teachers motivation on teachers CPD.

Another research from Jancová (2009) who conducted a research on teachers job satisfaction. The study included 11 teachers in Portugal and the Czech Republic, the data were collected using survey questionnaire and interviews. The data analyzed by descriptive statistics and Kruskal-Wallis ANOVA and the findings showed that the hygiene factors influences can be set in the situations bringing the

most motivated than motivators, the dissatisfaction influences like: job leading to lack of time spent with family, travelling far, insufficient pay, lack of pay rise, and no paid holidays.

A study conducted by Belle (2007) on the role of secondary school principals in motivating teachers; on the purpose of this study was perception of the factors that impact on teacher motivation in the Flacq district of Mauritius and on the role of the principal in enhancing teacher motivation. The study was carried by using semi-structured individual interviews consists of a small group of people for descriptive and explanatory survey method, by 14 secondary schools in the Flacq district of Mauritius. Three teachers and principals in each school participate as respondents. For the finding an empirical investigation based on data due to centralized school governance and instructional leadership tasks being delegated to the School Management Team, principals are not effective to teacher motivators in terms of their factors influence on professional development.

OECD (2006) proposed that teachers decided to remain at a school according to the interaction of both motivators and hygiene factors rewards received at work, for example in case of inadequate working conditions, pay can become more important. The findings supported the notion that motivation of teachers should be built on increasing their motivators while improving hygiene factors rewards and providing good working conditions to maintain their motivation.

From the study of Ryan (2003) studied of CPD along the continuum of lifelong learning and the purpose of study to identify what factors influenced motivation to participate in teachers' CPD, among a group of qualified nurses, occupational therapists and physiotherapists. On the population of 182 respondents participated, on the data were used multi-method of qualitative and quantitative and analysis by descriptive statistics and technique of content analysis. The finding of the study revealed that the positive of teachers' motivation to seek CPD, which featured in the top four most important factors included updating existing qualifications, increasing the status of the profession as a whole and demonstrating that an individual was professionally competent.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The purpose of this research was to study the effect of teachers' motivation on teachers' continuing professional development of public schools' teachers in Vientiane capital, LAO PDR. The research was designed using quantitative study (survey questionnaire) to gather data. The chapter was presented in the following sequences:

- 3.1 Research Design
- 3.2 Population and Sample
  - 3.2.1 Population
  - 3.2.2 Sample Size
- 3.3 Sampling Method
- 3.4 Research Instruments
- 3.5 Quality of Research Instruments
  - 3.5.1 Validity
  - 3.5.2 Reliability
- 3.5 Data Collection
- 3.6 Data Analysis

#### **3.1 Research Design**

In this research design, quantitative method was adopted. The survey questionnaire was employed to collect data to study the levels of teachers' motivation, to study the levels of teachers' continuing professional development and to examine the effect of teachers' motivation on teachers' continuing professional development on public schools' teachers in Vientiane public schools, LAO PDR.

## **3.2 Population and Sample**

### **3.2.1 Population**

The population of this study consisted of 2,986 public school teachers in 9 districts in Vientiane capital, LAO PDR.

### **3.2.2 Sample size**

Based on Krejcie and Morgan (1970), the sample size was calculated into 341 public school teachers.

## **3.3 Sampling Method**

Multi-Stage random sampling was performed in the following steps:

### **Step 1: Cluster Sampling Method**

The cluster sampling method was employed to select 9 districts in Vientiane capital (homogeneous group member).

### **Step 2: Selecting District Sample**

The simple random sampling was used to select 2 districts by drawing lot from 9 districts in Vientiane Capital. The 2 selected districts were Chanthabuly district and Sikhottabong district.

### **Step 3: Selecting School Sample**

The simple random sampling method was used to obtain the required sample schools by drawing lot. The totals of 17 schools were located in Chanthabuly district and Sikhottabong district. 6 sampling schools were selected, 3 schools from each district.

### **Step 4: Sample for each school in Chanthabuly district and Sikhottabong district**

A total of 341 teachers from 6 schools in Chanthabuly district and Sikhottabong district (Vientiane school, Chao-anouvong school, Chanthabuly schools,

Chansavang school, Vientiane-Hochiminh school and Nongbone school) all public schools were participated in the study. The number of sample was selected teachers which calculated by Krejcie and Morgan (1970) as mentioned in above.

### **3.4 Research Instrument**

The questionnaire was used in this study. It consisted of three parts. Part one contained general information of the respondents, part two was a survey questionnaire on teachers' motivation and part three was the survey questionnaire on teachers' CPD.

#### **Part 1: General information of teachers in public schools:**

The general school teachers was asked to tick in the box provided in regard to their gender, age, educational qualification, grade levels and teaching experience.

Survey questionnaires consisted of teachers' motivation and teachers' CPD as follows:

**Part 2: Teachers' motivation:** Hong & Waheed's (2011) questionnaire on motivation was modified. The researcher contacted the authors to seek their permission on the use of questionnaire, the permission was granted. The questionnaire was made to included two factors (Motivators and Hygiene factors) and consisted of 40 items. Motivators consisted of 20 questions various subcategories on the items of work itself, achievement goals, job advancement, job recognition and responsibility. The questions concerning hygiene factors consisted of 20 questions various subcategories on the items of policy and administration, interpersonal relationship, supervision, working condition and teacher income). For these items, respondents were asked to choose from 5 Likert scale according to the extent they agree with the statements.

#### **Level of teachers' motivation**

The statements for Five-Point Likert Scale for the level of teachers' motivation are as follows:

**Table 3.1** Statement for Five-Point Likert Scale of Teachers' Motivation

<b>Likert Scale</b>	<b>Scores</b>
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

**Table 3.2** Questionnaires for Instruments on Teachers' Motivation

<b>No.</b>	<b>Motivators</b>	<b>Items</b>
1	Work Itself	1-4
2	Achievement Goals	5-8
3	Job Advancement	9-12
4	Job Recognition	13-16
5	Responsibility	17-20
<b>No.</b>	<b>Hygiene Factors</b>	<b>Items</b>
6	Policy and Management	21-24
7	Interpersonal Relationship	25-28
8	Supervision	29-32
9	Working Condition	33-36
10	Teacher Income	37-40

**Part 3: Teachers’ CPD:** Yan’s (2003) questionnaire was modified. It consisted of 20 questions various subcategories by covering four components (teaching-learning, student development, school development and professional relationship-service) to assess the effect of teachers’ motivation on teaches’ CPD of public schools teachers in Vientiane capital, LAO PDR. For these items, respondents would choose from 5 alternative scales according to the extent they agree with the statements.

**Level of teachers’ CPD**

The statements for Five-Point Likert Scale for the level of teachers’ continuing professional development as follows:

**Table 3.3** Statement for Five-Point Likert Scale of Teachers’ CPD

Likert Scale	Scores
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

**Table 3.4** Questionnaires for Instruments on Teachers’ CPD

No.	Teachers’ CPD (Description)	No. of Items
1	Teaching-learning	41-45
2	Student development	46-50
3	School development	51-55
4	Professional relationship-service	56-60

The interpretation of mean scores of level of teachers' motivation and level of teachers' continuing professional development was determined by using the evaluation criteria of Best (1981) as follows:

$$\text{Width of class interval} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Number of Level}}$$

$$\text{Width of class interval} = \frac{5 - 1}{5} = \frac{4}{5} = 0.8$$

**Table 3.5** Interpretation of the Range of Means Score

Range of means score	Levels of motivation/CPD
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

### 3.5 Quality of Research Instruments

#### 3.5.1 Validity

The completeness of instrument was checked by consulting with 3 experts from the thesis committees (major advisor and co-advisors). This was mainly to examine the language correctness, appropriateness, content coverage and the relevancy to the objectives of this research. Then the researcher revised the questionnaire based on the experts' advices.

The researcher translated the questionnaire into native language and had 2 native experts check the translated version. One expert was Chief of Buddhist Education Center and the other was Deputy Director General of Research Institution for Educational Sciences.

### 3.5.2 Reliability

Before the actual collection of the data, the researcher determine reliability, the questionnaires were pretested with 30 public school teachers from other district, which were not included in the sample group. The analyses of the result provided the confident value by using Cronbach's alpha coefficient (1970), if the reliability of each item were equal or higher than 0.7 then the instruments were considered to be an appropriate.

**Table 3.6** Cronbach's Alpha Coefficient of the Variables

<b>Variables</b>	<b>Reliability Statistics</b>	<b>Number of Items</b>	<b>Pretest Cases</b>
Motivators	0.97	1-20	30
Hygiene Factors	0.93	21-40	30
Teachers' CPD	0.97	41-60	30
<b>Overall</b>	<b>0.95</b>	<b>60</b>	<b>30</b>

### 3.6 Data Collection

In order to collect data, the following steps were performed:

The letter was sent to MoES to seek permission to collect data from schools.

After getting permission, the researcher visited the selected schools to meet with the principals and explain the purposes of the study.

The questionnaires were distributed to the teachers in the selected schools to fill up. The researcher ensured that teachers' participations were anonymous.

After one month the researcher returned to the schools to collect the completed questionnaires and check the completeness of the information in all the questionnaires.

### **3.7 Data Analysis**

Once the questionnaires were collected, the data had been electronically process for interpreting and proceeding through statistical analysis by using computer application software.

General information of the respondents in each school of the public's schools teachers in Vientiane capital was analyzed base on Descriptive Analysis-Frequency and Percentage.

The level of teachers' motivation and the level of teachers' continuing professional development were described by Descriptive Analysis-Mean and Standard deviation.

Enter Multiple Regression Analysis (**MRA**) was adopted to analyze the effect of teachers' motivation on teachers' continuing professional development of public schools' teachers in Vientiane capital, LAO PDR.

## **CHAPTER IV**

### **RESULTS**

This chapter presents the results of the data analysis. On the finding of this study were based on the survey conducted by using the questionnaires. The respondents consisted of 341 teachers from the government schools in Vientiane capital, Lao PDR. The data collected according to the conceptual framework and the hypothesis presented in chapter one were analyzed, tested and presented in this chapter. The data of the study were analyzed and summarized on frequency, percentage, mean, standard deviation and multiple regression analysis as mentioned in the following sequences:

- 4.1 General Information of the Respondents.
- 4.2 Level of Teachers' Motivation in Public Schools of Vientiane Capital.
  - 4.2.1 Level of Motivators of the Teachers.
  - 4.2.2 Level of Hygiene Factors of the Teachers.
  - 4.2.3 Summary the Level of Teachers' Motivation of Public Schools in Vientiane Capital.
- 4.3 Level of Teachers' CPD in Public Schools of Vientiane Capital.
  - 4.3.1 Level of CPD Experience on Teaching-Learning.
  - 4.3.2 Level of CPD Experience on Student Development.
  - 4.3.3 Level of CPD Experience on School Development.
  - 4.3.4 Level of CPD Experience on Professional Relationship and Services.
  - 4.3.5 Summary the Level of Teachers' CPD in Public Schools Teacher of Vientiane Capital.
- 4.4 Predictors Effect of Teachers' Motivation on Teachers' CPD.
  - 4.4.1 Correlation between Teachers' Motivation and Teachers' CPD.
  - 4.4.2 Prediction of Overall Teachers' Motivation on Teachers' CPD.
  - 4.4.3 Significant Effect of Teachers' Motivation on Teachers' CPD.
  - 4.4.4 Summary Results.

#### **4.1 General Information of the Respondents**

From the research of the effect of teachers' motivation on teachers' CPD, the results of this study consisted of the 341 out of 2,986 respondents of public schools' teachers in Vientiane capital, LAO PDR. The data were interpreted with frequencies (n) and percentages (%). The general information of participates on the table 4.1 consisted of age, gender, education qualification grade level and teaching experience was presented following below:

The table 4.1 displays that the majority of participants were in the age range of 26-35 years and above 45 years with 133 (33.1%) teachers, while the least was in age less than 26 years with 37 (10.9%) teachers. The majority of participants, 223 (65.4%) were female and 118 (34.6%) were male.

The most dominant educational qualification of the teachers, 297 (87.1%) fall in qualification level bachelor degree. The second highest was diploma degree which consisted of 41 (12.0%). Likewise, master degree was found in teachers the less 2 (0.6%) and other degree was found only a teacher (0.3%).

Table 4.1 also indicated that the majority of participants were in the grade levels of teaching were 94 (27.6%) teachers were teaching in grade 12. The next were 74 teachers (21.7%) taught in grade 11 and the least popular group of teachers which consisted of 19 teachers (5.6%) taught in grade 6.

From the total respondents, the majority of 152 (44.6%) participants have served as teaching experience for above 15 years, following by 87 (25.5%) of participants have spent least served only for 0-5 years while the least participants 49 (14.4%) of them served for 11-15 years. The result indicated that most of the respondents were veteran teachers.

**Table 4.1** Frequency and Percentage of General Information of the Respondents**(n=341)**

<b>General Information</b>	<b>Frequency (n)</b>	<b>Percentage (%)</b>
<b>Age</b>		
Less than 26 years	37	10.9
26-35 years	113	33.1
36-45 years	78	22.9
Above 45 years	113	33.1
<b>Gender</b>		
Male	118	34.6
Female	223	65.4
<b>Educational Qualification</b>		
Master	2	.6
Bachelor	297	87.1
Diploma	41	12.0
Other	1	.3
<b>Grade Levels of Teaching</b>		
Grade 6	19	5.6
Grade 7	24	7.0
Grade 8	35	10.3
Grade 9	34	10.0
Grade 10	61	17.9
Grade 11	74	21.7
Grade 12	94	27.6
<b>Teaching Experience</b>		
0-5 years	87	25.5
6-10 years	53	15.5
11-15 years	49	14.4
Above 15 years	152	44.6
<b>Total</b>	<b>341</b>	<b>100</b>

## 4.2 Level of Teachers' Motivation in Publics' Schools of Vientiane Capital

Table 4.2 explained the summary by statistically of mean and standard division on the overall characteristics level of teachers' motivation on teachers' CPD of public schools' teachers in Vientiane capital, LAO PDR. The result revealed that overall level of teachers' motivation was rated at high level with mean score of 3.83. The level of teachers' motivation showed the component represented that achievement goals was rated the highest level with the mean score of 4.23. While the teachers income component was rated at moderate level with the mean score of 3.16 of teachers' motivation on teachers' CPD.

**Table 4.2** Overall of Motivation Level in Public School Teachers of Vientiane Capital (n=341)

No.	Components	Mean	S.D	Level of Teachers' Motivation
<b><u>Motivators</u></b>				
1	Work Itself	4.08	.515	High
2	Achievement Goals	4.23	.510	Highest
3	Job Advancement	3.98	.546	High
4	Job Recognition	3.92	.575	High
5	Responsibility	3.91	.544	High
<b>Average</b>		<b>4.02</b>	<b>.443</b>	<b>High</b>
<b><u>Hygiene Factors</u></b>				
1	Policy and Management	3.65	.651	High
2	Interpersonal Relationship	3.93	.564	High
3	Supervision	3.77	.648	High
4	Working Condition	3.73	.587	High
5	Teacher Income	3.16	.691	Moderate
<b>Average</b>		<b>3.65</b>	<b>.508</b>	<b>High</b>
<b>Total Average</b>		<b>3.83</b>	<b>.475</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.2.1 Level of Motivators of the Teachers

The overall level of motivators was rated at high level with the mean score of 4.02. Among 20 statements, 5 items were rated at highest level, which the statement “My job provides knowledge to younger generation” was rated at the highest level with the highest mean score of 4.38. And 15 statements were rated at high level, which the statement “My manager always thanks me for a job well done” was rated at high level with the lowest mean score of 3.63.

**Table 4.3** Level of Motivators

(n=341)				
No.	Statements	Mean	S.D	Level
1	My job has a lot of variety in challenging and exciting.	3.80	.741	High
2	I enjoy the type of work I do.	4.01	.675	High
3	My job offers career advancement in the long run.	4.15	.771	High
4	My job provides knowledge to younger generation.	4.38	.646	Highest
5	I am proud to work in this school because it recognizes my achievements.	4.25	.682	Highest
6	I feel satisfied with my job because it gives me feeling of accomplishment.	4.19	.651	High
7	I feel I have contributed towards my school in a positive manner.	4.26	.647	Highest
8	I am happy that I am able to complete the task on time.	4.24	.642	Highest
9	I am satisfied that there is someone at work who encourages me in the professional development in the school.	4.15	.722	High

**Table 4.3** Level of Motivators (cont.)

<b>No.</b>	<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level</b>
10	I am satisfied that my job is progressing better than the past year.	4.13	.671	High
11	My job allows me to learn new skills for career achievement	3.95	.718	High
12	Teachers are given equal opportunities for training.	3.70	.874	High
13	I am satisfied with reward for doing good work in my school.	3.90	.786	High
14	I feel happy when I achieve or complete task.	4.26	.665	Highest
15	My manager always thanks me for a job well done.	3.63	.883	High
16	I receive adequate recognition for doing my job well.	3.89	.704	High
17	I have control over how I do my work.	3.92	.684	High
18	I can share opinion in decisions that affect my work.	3.80	.727	High
19	I am happy that my opinion counts at work.	4.02	.705	High
20	I am satisfied with school materials to do my work.	3.91	.757	High
<b>Average</b>		<b>4.02</b>	<b>.443</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.2.2 Level of Hygiene Factors of the Teachers

Table 4.4 indicated that the overall level of teachers' hygiene factors was rated at high level with the mean score of 3.65. Among the 20 statements, 16 items were rated at high level, which the statement "Colleagues are important to me" was found rated at high level with the highest mean score of 4.13. And 4 items were rated at moderate level, which the item "My monthly salary is sufficient to lead a decent life" was rated at moderate level with the lowest mean score of 3.00.

**Table 4.4** Level of Hygiene Factors

**(n=341)**

No.	Statements	Mean	S.D	Level of Motivation
1	I am satisfied with the school administration.	3.55	.845	High
2	The attitude for the administration is very accommodative in my school.	3.61	.800	High
3	I am proud to work for this school because the school policy is favorable for its staff.	3.67	.793	High
4	I completely understand the vision of my school.	3.80	.692	High
5	It is easy to get along with my colleagues.	3.71	.703	High
6	My colleagues are helpful and friendly.	3.88	.728	High
7	Colleagues are important to me.	4.13	.685	High
8	Each teacher and I work as part of a team.	4.02	.696	High
9	My supervisor is capable of giving command and guidance.	3.79	.776	High

**Table 4.4** Level of Hygiene Factors (cont.)

<b>No.</b>	<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level</b>
10	I feel my performance has improved because of the support from my supervisor.	3.77	.696	High
11	My supervisors are strong and trustworthy leaders.	3.79	.796	High
12	I feel satisfied at work because of my relationship with my supervisor.	3.75	.722	High
13	My school has positive working atmosphere.	3.82	.692	High
14	I feel satisfied because of the comfort I am provided at work.	3.82	.667	High
15	I am proud to work in my school because of the pleasant working conditions.	3.75	.707	High
16	I feel comfortable working in this school because of enough teaching aids.	3.54	.806	High
17	The pay I receive is appropriate for the work I do.	3.23	.768	Moderate
18	I am encouraged to work harder because of my salary.	3.27	.769	Moderate
19	I am satisfied with my salary.	3.18	.814	Moderate
20	My monthly salary is sufficient to lead a decent life.	3.00	.880	Moderate
<b>Average</b>		<b>3.65</b>	<b>.508</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.2.3 Summary the Level of Teachers' Motivation in Public Schools

#### Teacher of Vientiane Capital

Regarding to the table 4.5, it displays that the overall characteristics of the data were analyzed in a balance of distribution of the participants in terms of the level on teachers' motivation on teachers' CPD was rated at high level with the mean score of 3.83. The level of motivators was rated at high level with the higher mean score of 4.02, while the level of hygiene factors was rated at high level with the mean score of 3.65.

**Table 4.5** Summary the Level of Teachers' Motivation

(n=341)

<b>Factors of Teachers' Motivation</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Teachers' Motivation</b>
Motivators	4.02	.443	High
Hygiene Factors	3.65	.508	High
<b>Average</b>	<b>3.83</b>	<b>.475</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.3 Level of Teachers' CPD in Publics Schools' Teachers of Vientiane Capital

The statistics analyzed of the 341 participants 2 out of 9 public schools teachers random from cluster sample in Vientiane capital, LAO PDR in terms of quantitative (survey questionnaire), the statements of instruments adapted and developed based on studies by Yan, (2003). The areas of teachers' CPD were responded in four variables which included teaching-learning, student development, school development, professional relationship and services.

### 4.3.1 Level of CPD on Teaching-Learning

Table 4.6 displays that the majority of participants on teaching-learning that the overall of the level of teachers' CPD on teaching-learning was rated at high level with the mean score of 4.03. Among the 5 statements were rated at high and it was found rated at highest mean score of 4.11 that the statement represented "Evaluation and review of teaching and learning programs", followed by the statements "Updating and sharing of pedagogical content knowledge" and "Knowledge and application of teaching strategies and skills" were rated at high level with the lowest mean score of 3.97.

**Table 4.6** Level of Experience on Teaching-Learning

**(n=341)**

<b>No.</b>	<b>Statements</b>	<b>Mean</b>	<b>S.D</b>	<b>Level of Experience</b>
1	Updating knowledge and search for new subject knowledge.	3.97	.768	High
2	Application of pedagogical content knowledge.	4.02	.698	High
3	Updating and sharing of pedagogical content knowledge.	4.10	.683	High
4	Knowledge and application of teaching strategies and skills.	3.97	.683	High
5	Evaluation and review of teaching and learning programs.	4.11	.644	High
<b>Average</b>		<b>4.03</b>	<b>.510</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.3.2 Level of Experience on Student Development

The overall characteristics of the statements on the table 4.7 pointed out that the majority of participants. The overall level of teachers’ experience on student development was rated at high level with the mean score of 4.18. Among 5 statements, 3 items were rated at highest level, which the statement “Building trust and rapport with students” was rated at highest level with the highest mean score of 4.39. And 2 statements were rated at high level, which following by the statement “Identifying and supporting students’ diverse needs” was rated at high level with the lowest mean score of 3.92.

**Table 4.7** Level of Experience on Student Development

(n=341)

No.	Statements	Mean	S.D	Level of Experience
1	Identifying and supporting students’ diverse needs.	3.92	.741	High
2	Awareness of the importance of establishing rapport with students.	4.21	.680	Highest
3	Building trust and rapport with students.	4.39	.626	Highest
4	Providing care for students.	4.25	.693	Highest
5	Wholesome development of students.	4.13	.654	High
<b>Average</b>		<b>4.18</b>	<b>.503</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.3.3 Level of Experience on School Development

Table 4.8 on below showed the result of the overall level of teachers' experience on school development was rated at high level with the mean score of 4.00. Among all 5 statements were rated at high level, which the statement "Contribution to reviewing the school vision and mission, as well as promoting the school culture" was rated at high level with the highest mean score of 4.13, while the statement "Formulation of school policies for continuing school development" was rated at high level with the lowest mean score of 3.87.

**Table 4.8** Level of Experience on School Development

(n=341)

No.	Statements	Mean	S.D	Level of Experience
1	Adaptation to the school vision and mission.	4.11	.664	High
2	Contribution to reviewing the school vision and mission, as well as promoting the school culture.	4.13	.695	High
3	Implementation of school policies and procedures.	4.05	.777	High
4	Formulation of school policies for continuing school development.	3.87	.829	High
5	Promoting parent-school relationship for further school development.	3.88	.897	High
<b>Average</b>		<b>4.00</b>	<b>.573</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

#### 4.3.4 Level of Experience on Professional Relationship and Services

The characteristics of the data were analyzed of the table 4.9 showed that the overall level of teachers' experience on professional relationship and services was rated at high level with the mean score of 4.03. Among 5 statements, only a statement "Preserving cultures and participating in voluntary" was rated at highest level with the highest mean score of 4.24. And 4 statements were rated at high level, which the statement "Participation in education-related community services" was rated at high level with the lowest mean score of 3.74.

**Table 4.9** Level of Experience on Professional Relationship and Services

(n=341)

No.	Statements	Mean	S.D	Level of Experience
1	Working relationships with colleagues.	4.18	.636	High
2	Sharing of knowledge and experience with others.	4.16	.700	High
3	Preserving cultures and participating in voluntary.	4.24	.745	Highest
4	Interaction with the broader community.	3.87	.857	High
5	Participation in education-related community services.	3.74	.847	High
<b>Average</b>		<b>4.03</b>	<b>.574</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

### 4.3.5 Summary the Level of Teachers' CPD in Public Schools Teachers of Vientiane Capital

The overall of the data were analyzed in a balance of distribution of the teachers' CPD on public schools teachers in Vientiane capital. The table 4.10 was rated at high level with the mean score of 4.06. Among all components were rated at high level, which the component "Student Development" was rated at high level with the highest mean score of 4.18. While the component "Student Development" was rated at high level with the lowest mean score of 4.00.

**Table 4.10** Overall of Teachers' CPD Level in Public Schools' Teachers

(n=341)

Components	Mean	S.D	Level of Teachers' CPD
Teaching-Learning	4.03	.510	High
Student Development	4.18	.503	High
School Development	4.00	.573	High
Professional Relationship-Services	4.03	.574	High
<b>Average</b>	<b>4.06</b>	<b>.430</b>	<b>High</b>

**Note:** 1.00-1.80=Lowest, 1.81-2.60=Low, 2.61-3.40=Moderate, 3.41-4.20=High, 4.21-5.00=Highest

#### 4.4 Predictors Effect of Teachers’ Motivation on Teachers’ CPD

The enter multiple regression analysis was carried out to examine the effect of teachers’ motivation (Motivators and Hygiene Factors) on teachers’ CPD, and to validate the hypothetical statement, this research was study on public schools’ teachers in Vientiane Capital, LAO PDR.

##### 4.4.1 Correlation between Teachers’ Motivation and Teachers’ CPD

Table 4.11 below illustrated that the level of significance of the correlated between motivators and hygiene factors and teachers’ CPD. Among the teachers’ motivation, hygiene factors was shows the rated at highest level with motivators as .704, while the lowest rated level was showed CPD with motivators as .570, following by CPD was seen with hygiene factors as .596. However, teachers’ motivation indicated that both motivators and hygiene factors could be predicted on teachers’ CPD. Therefore, it was proof by the fining of multiple regression analysis to examine the teachers’ motivation was the significant affective predictor of teachers’ CPD on public schools’ teachers in Vientiane capital, LAO PDR.

**Table 4.11** Correlation between Teachers’ Motivation and Teachers’ CPD

(n=341)

<b>Variables</b>	<b>Motivators</b>	<b>Hygiene Factors</b>	<b>Continuing Professional Development (CPD)</b>
Motivators	1.00		
Hygiene Factors	.704*	1.00	
CPD	.570*	.596*	1.00

\*. Significant < 0.01

#### 4.4.2 Prediction of Overall Teachers' Motivation on Teachers' CPD

Table 4.12 indicated that the overall prediction of teachers' motivation on teachers' CPD was showed the coefficient of determination ( $R^2 = .400$ ) with the teachers' motivation measured that the percentage 40% of positive effect rated on teachers' CPD. The means of the variable in teachers' CPD was explained by the teachers' motivation. Therefore, the overall of teachers' motivation can predicted 40% of teachers' CPD of public schools teachers in Vientiane capital, LAO PDR. The statistic value of ( $F = 112.496$ ). Thus, the prediction of both motivators and hygiene factors measured that the most significant variable can predicts the teachers' motivation.

**Table 4.12** Prediction of Overall Teachers' Motivation and Teachers' CPD

(n=341)

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	R <sup>2</sup> Change	F Change
.632 <sup>a</sup>	.400	.396	.33491	.400	112.496

**Predictors:** Motivators, Hygiene Factors

#### 4.4.3 Significant Effect of Teachers' Motivation on Teachers' CPD

Table 4.13 found that the level of the significant effect of teachers' motivation (motivators and hygiene factors) on teachers' continuing professional development. The hygiene factors indicated the most significant effect on teachers' continuing professional development with the highest coefficient ( $\beta = .327$ ) and highest significance level was showed ( $p = .000$ ). Likewise, the motivators illustrated that the high level with coefficient ( $\beta = .289$ ) with the high significance level of ( $p = .000$ ) respectively.

However, the table also showed that there was no multi-collinearity among the predictive variable as the tolerance was more than .01 and the VIF was less than 10. This means that the independent variables were not correlated closely to the extent where it cannot indicate the most significant predictor among variables. Nevertheless, both of independent variables have high correlation to each other and could be

significantly predict on independent variable as well. Thus, the multiple regression analysis for prediction of the overall teachers’ motivation on teachers’ CPD determine the proof of prediction and significant effect of teachers’ motivation on teachers’ CPD of public schools’ teachers in Vientiane capital, LAO PDR.

**Table 4.13** Significant Effect of Teachers’ Motivation on Teachers’ CPD

(n=341)

Model	B	t	Sig.	Collinearity Statistics	
				Tolerance	VIF
( Constant )	1.705	10.200	.000		
Motivators	.289	5.015	.000	.504	1.983
Hygiene Factors	.327	6.509	.000	.504	1.983

**\*. Significant < 0.01**

**Teachers’ CPD = 1.705 + 0.289 Motivators\* + 0.327 Hygiene Factors\***

**4.4.4 Summary Results**

As per the findings of this research revealed that the teachers’ motivation on teachers’ continuing professional development in public schools’ teachers of Vientiane capital, LAO PDR were perceived to be motivated by motivators and hygiene factors. However, the motivators had highest significant effect on teachers’ continuing professional development. It could therefore summarize that the teachers’ continuing professional development was affected slightly more than by hygiene factors.

## **CHAPTER V**

### **DISCUSSION**

This study was created to study the levels of teachers' motivation, to study the levels of teachers' CPD and to examine the effect of teachers' motivation on teachers' CPD in terms of the motivators and hygiene factors on motivation of public schools teachers in Vientiane capital, LAO PDR. The data for the study were collected through survey questionnaires in-depth. The data collected were analyzed using the statistical tools by frequency, percentage, mean, standard deviation and enter multiple regression analysis.

The findings of the research were discussed and analyzed based on the research objectives as follow:

- 5.1 Discussion on the General Information of Respondents.
- 5.2 Discussion on the Level of Teachers' Motivation.
  - 5.2.1 Level of Motivators.
  - 5.2.2 Level of Hygiene Factors.
- 5.3 Discussion on the Level of Teachers' CPD.
  - 5.3.1 Level of CPD Experience on Teaching-Learning.
  - 5.3.2 Level of CPD Experience on Student Development.
  - 5.3.3 Level of CPD Experience on School Development.
  - 5.3.4 Level of CPD Experience on Professional Relationship and Services.
- 5.4 Predictive of Teachers' Motivation on Teachers' CPD.
  - 5.4.1 Correlation between Teachers' Motivation and Teachers' CPD.
  - 5.4.2 Significant Effect of Teachers' Motivation on Teachers' CPD.

## **5.1 Discussion on the General Information of Respondents**

The research findings exhibits, out of 341 respondents were of age range between 26-35 years old and above 46 years old with 33.1%, while the teachers were the age range between less than 26 years old with 10.9%. The main reason for less number of teachers above 45 years could be due to Royal Civil Service Commissions' policy of giving the high policy schemes or teachers who served for over 20 years might be privilege for the their promote in rank and holding good post. On the other hand, teachers who had age range between 26-35 years old, they might be interested served more than teenager age group on teachers' perceived of ongoing development. While teacher between age range less than 25 years old, they were allowed to resigned to join teacher's life and many teachers might be opted to join other ministries and organizations. So, the result it can be seen that motivated toward CPD, younger teachers seem to be more comfortable in being free to test any idea or new technique in teaching when compared with relatively older teachers. However, this difference in need to be free to test ideas or a new technique in teaching may be due to several reasons. An imbalance of the teachers in terms of gender, it was found that teacher 55.4% was female and 34.6% were male. The reason of having more female teachers could be due to spouses' work in different ministries, departments and international organizations.

Regarding to educational qualification the most prominent of teachers was shown to be the bachelor degree with 87.1% teachers, while only one teacher held other degree. The key commitment of teacher achievement on their graduated (MoES, 2008) which has been providing the opportunity to upgrade their qualification through distance mode improve the national education system leading to better growth and quality of education of the country from 2010 to 2020. The majority of participants were in the grade a level of teachers with the high was 27.6%, was Grade 12, and while 5.6% was Grade 6. The reason for more number of teachers with Grade 12, since (MoES, 2008) promulgated agreement of teaching practices to construct new conceptual on establishment of education as a core of the teachers career development and the planning and management of appropriate in education, Thus, the main policy of educational development focuses on the last grade of upper secondary school. In contrast to teachers in Grade 6 was the first step for basic component of education

process for boys and youth.

Alongside of teaching experience distinctive interested from above 15 years in service more than 44.6%, while teachers experience between 11-15 years in the service. It was very difficult to draw the conclusion as inexperienced teachers were more active, ever ready to do anything but their ways of doing things or teaching were not up to the mark of expectation, although they were equipped with modern technology with better pedagogy. Teachers in the teaching experience of 11-15 years were more systematic, well settled to deal any problems without being nervous and execute their work with conviction. Teachers with over 16 years of teaching experience can take role of mentors and have better understanding of students, colleagues, system and to work as a team.

## **5.2 Discussion on the Level of Teachers' Motivation**

In the part of this study, data analyzed on 40 statements under ten components in two factors motivation, which each factors (motivators and hygiene factors), motivators was divided in five components like: Work Itself, Achievement Goals, Job Advancement, Job Recognition and Responsibility. It also the hygiene factors was divided in five components like: Policy and Management, Interpersonal Relationship, Supervision, Working Condition and Teacher Income. So, in each component under both factors according to the conceptual framework were discussed under the following topics:

### **5.2.1 Level of Motivators**

According to the finding of this study, the overall of motivators on public schools teachers in Vientiane capital, LAO PDR was designed to be positively effect at higher level with the mean score of 4.02. The component on achievement goals under the factors was rated at highest level with the mean score of 4.23, while the components under the factors, there were four components were rated at high level with the mean score of (3.91, 3.92, 3.98 and 4.08) respectively.

Therefore, the overall of the motivators was indicated rated at high level

with the mean score of 4.02. Out of all components, achievement goals was rated at highest with the mean score 4.23 and responsibility was showed the lower at mean score of 3.91. This finding was supported with the views of Chang, Yeh, Chen, Hsiao (2011) that the degree of innovation of professional development revealed significant affect relationships with those factors of technical education.

### **5.2.2 Level of Hygiene Factors**

The overall of hygiene factors indicated that the level of the hygiene factors was rated at high level with the total mean score of 3.65. Under the factors, there were four components indicated rated at high level with the mean score of (3.65, 3.73, 3.77 and 3.93) respectively. However, the result was showed the maximum rated with high level at mean score of 3.93 with the component represent that interpersonal relationship and teacher income was showed the lower rated with moderate level (mean = 3.16).

Therefore, the result of hygiene factors was indicated that the high level and slightly lower than motivators. This finding also illustrated that hygiene factors was positively effect at high rated level of teachers' motivation. This was supported by Jancová (2009) in explaining that related the hygiene factors influences can be set in the situations bringing the most motivation than intrinsic, the dissatisfaction influences like: job leading to lack of time spent with family, travelling far, insufficient pay, lack of pay rise, and no paid holidays.

## **5.3 Discussion on the Level of Teachers' CPD**

In the part of this study, the objectives of the analysis were measured various areas of teachers' continuing professional development based on research findings. The areas variable of teachers' CPD were divided into 20 statements under four components of the Teaching-Learning, Student Development, School Development and Professional Relationship and Services. The four components on those factors according to the conceptual framework were discussed under the following topics:

### **5.3.1 Level of CPD on Teaching-Learning**

The research result found that the overall perceived level of teaching-learning of teacher was positively effect of high level with the mean score of 4.03. Of All statements under teaching-learning were showed the rated at high level represented that on the table 4.6 with the mean score of (3.97, 3.97, 4.02, 4.10 and 4.11) respectively. There was showed rated at higher level measured that “Evaluation and review of teaching and learning programs” and the items lower with high level represented that “Knowledge and application of teaching strategies and skills” and “Updating knowledge and search for new subject knowledge”.

So, the proven of the result was supported by Aminudin (2012) rightly argued that professional development experiences had a positive impact on their teaching practice. Similarly, from the reviewed literature also found by Huffman, Thomas & Lawrenz (2003) showed that standards-based instructional practice of professional development examining practice and curriculum development were most significant related to the continuous professional development.

### **5.3.2 Level of CPD on Student Development**

The study showed that the overall of characteristics statements on this component was indicated the positively effect of the mean score 4.18. From three statements under student development, the component were showed the highest mean score at the items represented that “Awareness of the importance of establishing rapport with students”, “Providing care for students”, and “Building trust and rapport with students” with the levels of mean score (4.21, 4.25 and 4.39), respectively. While the higher mean score of 3.92 and 4.23 from the statements measured that “Identifying and supporting students’ diverse needs.” and “Wholesome development of students.” respectively.

So, the proven showed the result was supported by Karaaslan (2003) conducted the reason that teachers predominantly agree with the ideas that reflect some of the major and accepted conceptions about professional development. This suggests that teachers accept that they need to show certain attitudes in order to improve professionally. Another reason found by Yoon, Duncan, Lee, Scarloss & Shapley (2007) the students achievement were positive and significant effect when the

teachers were provided more than 14 hours on their activities or giving opportunities to their pupils of continuous professional development. Similarly, Wei & colleagues (2009) also showed that the student achievement improved most when teachers were engaged in sustained, collaborative professional development that specifically focused on deepening teacher's content knowledge and instructional practices.

### **5.3.3 Level of CPD on School Development**

The overall level of teachers' CPD on school development was significant effect with rated at high level of mean score of 4.00. All of the items also were showed the proof finding with the high level, in the item was showed the maximum with higher level that represented "Contribution to reviewing the school vision and mission, as well as promoting the school culture" with mean score of 4.13, and the item was showed the minimum with high level that represented "Formulation of school policies for continuing school development".

Thus, the finding confirmed the previous study which stated that teacher' CPD was perceived of the level positive impacted by the existence of teacher-student relationship and that enhanced the school climate (Price, 2008). Likewise, Yan (2011) showed reasons that the school development domain, teachers perceived the need for adaptation to the school vision and mission, culture and ethos as the least. Similarly, Zhao (2010) also proven that the knowledge management strategies to improve CPD was one of the part for quality of teacher and student in terms of school development for establishing performance, knowledge management system of ongoing teacher professional development.

### **5.3.4 Level of CPD on Professional Relationship-Services**

In this component on professional relationship-services illustrated that the overall of result found the significant effect with the mean score of 4.03. Therefore, on the statement was showed the highest level with the item "Preserving cultures and participating in voluntary", and followed by minimum with high level "Participation in education-related community".

Inasmuch, the result of this study were proven by Kaya & Altuk (2013) point out the views concerning in-service teacher education courses in Turkish science

teachers' professional development were a positive in satisfied with in-service training programs being prepared according to the respective branches. While, Marzano (2003) found that teacher-student relationships were the keystone of the other three factors of classroom management such as makes efforts to form relationships with their students making all students to achieve and take extra measures to help them succeed and including striving to form positive relationships with them. Likewise, Gable, Hester, Hendrickson & Sze (2005) reasons that a teacher-student relationship was a learning process influence each other, student academic performance and classroom conduct based on their respective backgrounds and experiences in terms of the responsibilities to bring about changing of CPD. Similarly, Deiro (2003) teacher-student relationships were found to promote learning aspects and academic growth within perceived students and teacher-service.

## **5.4 Predictive of Teachers' Motivation on Teachers' CPD**

In the part of this study, the data analyzed on multiple regression analysis were discussed in detail motivators and hygiene factors. According to the finding of this study on the effect of teachers' motivation on teachers' CPD of Vientiane capital, LAO PDR following in below:

### **5.4.1 Correlation between Teachers' Motivation and Teachers' CPD**

The overall of result on motivators and hygiene factors were showed significantly correlated with the teachers' CPD which reflected that teachers' motivation could be predictors of teachers' CPD. Thus, the finding proved by Lussier & Achua (2007) the motivators were associated with long-term positive effect in job performance while the hygiene factors (dis-satisfier) consistently produced only short term changes in job attitudes and performance. Thus, organizations should realize the importance of balancing motivators and hygiene factors that would make the job more interesting and challenging. Likewise, Tureckiová (2009) listed various alternatives of work motivation, which can be used as an equivalent to these basic needs. Physiological needs were motivation through income and basic work conditions,

safety needs were satisfied through other perks, safety and health precautions, and indirectly through job stability (tenure). Workplace relations, group or organization cohesion, prestige of the post, and group acceptance fulfill social needs. Carrying out an important activity, success, and positive feedback on the employee's performance, promotion, and highly appreciated work status satisfies esteem needs.

#### **5.4.2 Significant Effect of Teachers' Motivation on Teachers' CPD**

The further analysis of multiple regression indicated that both motivators and hygiene factors have the significant effect on teachers' CPD. Among them, hygiene factors showed the most significant effect and prediction on teachers' CPD, while the motivators proved to have a slightly lesser significant effect and prediction on teachers' CPD among the teachers' motivation. This study finding concurs with the findings of Karaaslan (2003) teachers predominantly agree with the ideas that reflect some of the major and accepted conceptions about professional development. Likewise, the result was partially supported by Hürsen (2012) the effectiveness of teachers' professional development activities of the service creates a significant difference in their attitude towards the CPD appeared to be in more positive attitudes of teachers' motivation on teachers' CPD.

However, these findings cohered with the finding of Herzberg's two-factor theory; two interpretations of motivation can be seen-motivators and hygiene factors. Motivators can be perceived as intra-individual's satisfaction with work, whereas hygiene factors were described as satisfaction with outside work conditions (Pauknerová et al, 2006). Therefore, the distinction between motivational factors and hygiene factors were the main concept of Herzberg's two-factor theory. The finding also corroborates study hypothesis; there would be a positive toward motivators and hygiene factors were effective factors for teachers' continuing professional development in public schools' teachers of Vientiane capital, LAO PDR.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

This research investigated the effect of teachers' motivation on teachers' continuing professional development of public schools' teachers in Vientiane Capital, LAO PDR. This study was presents the summary of the research with a brief introduction to the rationale of the study, research methodology, summary of the findings, conclusion and the recommendations. The contents were presented under the following headings:

#### 6.1 Conclusion

##### 6.1.1 Level of Teachers' Motivation

##### 6.1.2 Level of Teachers' CPD

##### 6.1.3 The Effect of Teachers' Motivation on Teachers' CPD

#### 6.2 Recommendations

##### 6.2.1 Recommendation to Ministry of Education and Sports

##### 6.2.2 Recommendation to the District Education Level

##### 6.2.3 Recommendation to Future Study

### **6.1 Conclusion**

This research to investigate the effect of teachers' motivation on teachers' CPD on the objectives to study the levels of teachers' motivation, to study the levels of teachers' CPD and to examine the effect of teachers' motivation on teachers' CPD in public schools teachers.

The research was used on survey questionnaires to gather information pertaining of the public schools teachers in Vientiane capital. The study was determined by using the cluster sampling employed to selected two out of nine districts and followed by simple random sampling of participated in the quantitative phase of 40 items for the questions on teachers' motivation divided into two

components (motivators and hygiene factors) and 20 items for the questions on teachers' CPD.

The data obtained were analyzed using the Statistical Package for the Social Sciences (SPSS) by the way of descriptive for general information and Multiple Regression Analysis (MRA) adopted to examine the effect of teachers' motivation on teachers' CPD in public schools' teachers. It was interesting to find that the results of this study are in agreement with the finding of previous research, which is the overall of the result was identified statistically positive of the effect of teachers' motivation on teachers' CPD and the result also correspond to the hypothesis of this study on public schools' teachers in Vientiane Capital, LAO PDR.

### **6.1.1 Level of Teachers' Motivation**

The overall characteristics of the data were analyzed, the results of this study showed in a balance of distribution of the teachers were motivated by both of the motivators and hygiene factors of teachers' motivation with the mean score of 3.83. However, there was conclusive proved that the level of hygiene factors of teachers' motivation was slightly down than motivators with the finding represented that the mean score of 3.65 and 4.02 respectively. The study also proof the hypothesis illustrated that there was statically significant the effect of teachers' motivation on teachers' CPD of public schools' teachers in Vientiane capital, LAO PDR.

### **6.1.2 Level of Teachers' CPD**

The findings indicated that 20 items by covering four components on survey questionnaires among the 341 respondents of two public schools' teachers. The overall characteristics of the data were analyzed the results of all components demonstrated that the teachers' CPD level were high rated effect; it was perceived the most significantly correlated represented that student development, followed by moderate with significant effect were 2 statements equally correlated represented that teaching-learning and professional relationship and services. Similarly, the statement indicated that school development was less significant effect slightly respectively on teachers' CPD of public schools' teachers in Vientiane capital, LAO PDR.

### **6.1.3 The Effect of Teachers' Motivation on Teachers' CPD**

The characteristics of the data were analyzed by the multiple regression analysis on the overall of teachers in public schools' teachers in Vientiane capital, LAO PDR were perceived to be adopted both of motivators and hygiene factors motivation. This has significant effect rated on teachers' CPD. Therefore, the most of highest significant effect was hygiene factors than motivators of teachers' motivation and the researcher can be summary that the teachers' CPD were motivated slightly by motivators than hygiene factors of teachers' motivation.

## **6.2 Recommendations**

As per the results of this study, the overall of teachers' motivation on teachers' CPD in public schools teachers in Vientiane capital, LAO PDR was positively affect rated, the researcher suggested following recommendations are made upon the examination based on the findings from this study to enhance and improve the quality of teachers to future study. The recommendations and suggestions should be consideration following as below:

### **6.2.1 Recommendation to Ministry of Education and Sports**

Despite the results indicated proven on the effect of teachers' motivation on teachers' CPD were positively affected in many aspects of the components on teachers' motivation. However, the overall of teachers also be necessary to get help and adequate supporting from concerned authorities by create more opportunities for training to teachers year in year out to enhance and improve their educational qualification and should be develop some measures to improve and increase the suitable of salary to enhance their career and life.

### **6.2.2 Recommendation to the District Education Level**

The concerned authorities like district administration and district education has to streamline the professional development opportunities to keep teachers abreast of the latest pedagogical skills and there is a need to provide good facilities to teachers

to boost their morale and at the same time to increase their job stimulation.

### **6.2.3 Recommendation to Future Study**

The present study focused on public schools teachers and only teachers for respondents, future research should be also targeted comparative on teachers and students, and comparative on public schools and privates' schools.

The future study should be comparative on rural and urban schools would provide interesting and informative result.

Researcher should be comparative in-depth on quantitative and qualitative method (mixed method) for carried out at much better level to measure the result and better understanding on future study.

Nevertheless, this study was limited not only time constraints, it's also included the inputs from the teachers. However, this researched was not well received; further study the researcher should be made distinctive interests for help to enhance approaches to teacher professional learning on a good likely in the foreseeable.

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**APPENDICES**

**APPENDIX A**  
**E-MAIL PERMISSION TO USE INSTRUMENT**

Permission to use the questionnaire on Herzberg's Motivation-Hygiene Theory

**Dr. Tan Teck Hong**

To: Chanthavixay, K

Please go ahead. Wish you all the best for your thesis completion

Regards

Dr. Tan

7 Nov 2013

From: "Khone Savanh Chanthavixay" <kt\_tiktik99@hotmail.com>

To: waltert@sunway.edu.my

Sent: Wed, 6 Nov 2013 15:54:06 +0000

To whom it may concern

Dear Tan Teck-Hong and Amna Waheed

i am pursuing my master degree in Mahidol University, Thailand

i would like to use your **Motivation Questionnaire Survey** for my study on my title:  
the effect of teachers' motivation on teachers' continuing professional development in  
Vientiane capital, Lao PDR.

i would like to seek your permission, therefore it would be grateful if you could grant  
the permission. looking for your kind co-operation.

Thank you

Yours sincerely

Jo Khonesavanh Chanthavixay

Permission to use the questionnaire on teachers' continuing professional development

**Sally Wan**

Re: Saturday, 23 Nov 2013 12:53

To: khonesavanh chanthavixay

Dear Jo,

Yes, you are granted my permission in using the survey in your master study.

Good luck!

Best regards,

Sally Wan

Department of Curriculum and Instruction

The Chinese University of Hong Kong

Email: sallywywan@cuhk.edu.hk

From: "khonesavanh chanthavixay" <kt\_tiktik99@hotmail.com>

To: sallywywan@cuhk.edu.hk

Wrote: On 11 October 2013 12:59

To whom it may concern

Dear Dr. Wan Wai Yan

i am pursuing my master degree in Mahidol University, Thailand

i would like to use your **CPD Questionnaire Survey** for my study on my tittle:

the effect of teachers' motivation on teachers' continuing professional development in Vientiane capital, Lao PDR.

i would like to seek your permission. Therefore it would be grateful if you could grant the permission. Looking for your kind co-operation.

Thank you

yours sincerely

Jo Khonesavanh Chanthavixay

Date: 11.10.2013

**APPENDIX B**  
**LIST OF TRULY EXPERTS**

1. Mr. Keo Chanthavixay

Chief of Buddhist Education Center. Ministry of Education and Sports, Lao PDR.

2. Mr. Khamphanh Phimsipasom

Deputy Direction General of Research Institution for Educational Science. Ministry of Education and Sport, Lao PDR.

APPENDIX C

LETTER PERMISSION FOR NUMBER OF TEACHERS DATA



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນາຖາວອນ

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ກະຊວງສຶກສາທິການ ແລະ ກິລາ  
ສະຖາບັນຄົ້ນຄວ້າວິທະຍາສາດການສຶກສາ

ເລກທີ 699 ສວສ-13  
ນະຄອນຫຼວງ, ວັນທີ 28.10.13

ໃບຄຳຮ້ອງ

ເຖິງ: ທ່ານ ຫົວໜ້າພະແນກສຶກສາທິການແລະກິລານະຄອນຫຼວງ  
ເລື່ອງ: ຂໍອະຍຸອາດໃຫ້ນັກສຶກສາປະລິນຍາໂທ ເກັບຂໍ້ມູນຕົວເລກຂອງ ພະນັກງານ  
ຄູອາຈານ ແລະ ນັກຮຽນຢູ່ໃນນະຄອນຫຼວງວຽງຈັນ ເພື່ອປະກອບການ ດຳ  
ເນີນການວິໄຈໃນບົດວິທະຍານິພົນ.

ສະຖາບັນຄົ້ນຄວ້າ ວິທະຍາສາດການສຶກສາ ຂໍສະເໜີມາຍັງທ່ານ ເພື່ອອະນຸຍາດໃຫ້  
ທ. ຄອນສະຫວັນ ຈັນທະວິໄຊ, ປະຈຳການຢູ່ສະຖາບັນ ຄົ້ນຄວ້າວິທະຍາສາດການສຶກສາ ຂະແໜງ  
ພາສາອັງກິດ, ກຳລັງສຶກສາໃນລະດັບ ປະລິນຍາໂທ ລະຫັດນັກສຶກສາ 5538154 SHEM/M,  
ນັກສຶກສາຈາກ ມະຫາວິທະຍາໄລມະຫິດົມ ປະເທດໄທ, ດ້ານການບໍລິຫານ ການສຶກສາ ໃນຫົວຂໍ້  
“ການສຶກສາ ການຮັບຮູ້ຂອງຄູທີ່ມີຕໍ່ການພັດທະນາວິຊາຊີບຢ່າງຕໍ່ເນື່ອງ”, ເພື່ອ ສຳຫຼວດ  
ການຮັບຮູ້ຂອງຄູ ທີ່ມີຕໍ່ການພັດທະນາວິຊາຊີບຢ່າງຕໍ່ເນື່ອງ.

ດັ່ງນັ້ນ, ສະຖາບັນຄົ້ນຄວ້າ ວິທະຍາສາດການສຶກສາ ສູນຄົ້ນຄວ້າ ຈຶ່ງຂໍສະເໜີມາຍັງ  
ທ່ານເພື່ອ ອຳນວຍຄວາມ ສະດວກ ແລະ ພິຈາລະນາຕາມທາງຄວນດ້ວຍ.

ດ້ວຍຄວາມນັບຖື

ຮຸ້ນແກະ ຜູ້ອຳນວຍການ

ຄຳພັນ ພິມສີປະສົມ

**APPENDIX D**  
**LETTER PERMISSION FOR CHECKED VALIDITY OF NATIVE**  
**LANGUAGE RESEARCH INSTRUMENT**



MAHIDOL UNIVERSITY

*Since 1888*

Faculty of Social Sciences and Humanities

Mahidol University, Salaya

Butthamonthon, Nakorn Pathom

73170

Ref. 0517.12/4701

6 December, 2013

**Subject:** Inviting for the specialist to versify research tool

**To** Mr.Keo Chanthavixay  
Chief Buddhist Education Center

MR.KHONESAVANH CHANTHAVIXAY, graduate student of Master of Education in Educational Management (International Program), the Faculty of Social Sciences and Humanities, Mahidol University, is doing his thesis on "THE EFFECT OF TEACHERS' MOTIVATION ON TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT OF PUBLIC SCHOOLS IN VIENTIANE CAPITAL, LAO PDR." that is advised by Lect.Dr.Arisara Leksansern, lecturer of Department of Education.

MR.KHONESAVANH CHANTHAVIXAY would like to invite Mr.Khamphanh Phimsipasom to verify research tool for thesis.

Respectfully yours

A handwritten signature in black ink, appearing to read 'S. Sirisunhirun'.

Assoc.Prof.Somboon Sirisunhirun, Ph.D.

Acting Dean

Faculty of Social Sciences and Humanities

Mahidol University, Thailand



MAHIDOL UNIVERSITY

*Since 1888*

Faculty of Social Sciences and Humanities

Mahidol University, Salaya

Butthamonthon, Nakorn Pathom

73170

Ref. 0517.12/4701

6 December, 2013

Subject: Inviting for the specialist to verify research tool

To Mr.Khamphanh Phimsipasom

Deputy Director General of Research Institution for Educational Sciences.

MR.KHONESAVANH CHANTHAVIXAY, graduate student of Master of Education in Educational Management (International Program), the Faculty of Social Sciences and Humanities, Mahidol University, is doing his thesis on "THE EFFECT OF TEACHERS' MOTIVATION ON TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT OF PUBLIC SCHOOLS IN VIENTIANE CAPITAL, LAO PDR." that is advised by Lect.Dr.Arisara Leksansern, lecturer of Department of Education.

MR.KHONESAVANH CHANTHAVIXAY would like to invite Mr.Khamphanh Phimsipasom to verify research tool for thesis.

Respectfully yours

A handwritten signature in black ink, appearing to read "S. Sirsunhirun".

Assoc.Prof.Somboon Sirisunhirun, Ph.D.

Acting Dean

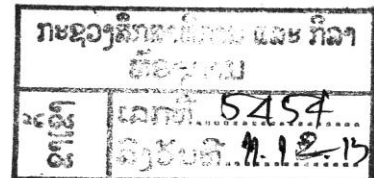
Faculty of Social Sciences and Humanities

Mahidol University, Thailand

**APPENDIX E**  
**LETTER PERMISSION COLLECT THE DATA**



**MAHIDOL UNIVERSITY**  
*Since 1888*



Faculty of Social Sciences and Humanities  
Mahidol University, Salaya  
Butthamonthon, Nakorn Pathom  
73170

Ref. 0517.12/4702

6 December, 2013

Subject: Data Collecting

To Head of Education Cabinet of Ministry of Education and Sports, LAO PDR.

MR.KHONESAVANH CHANTHAVIXAY, graduate student of Master of Education in Educational Management (International Program), the Faculty of Social Sciences and Humanities, Mahidol University, is doing his thesis on "THE EFFECT OF TEACHERS' MOTIVATION ON TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT OF PUBLIC SCHOOLS IN VIENTIANE CAPITAL, LAO PDR." that is advised by Lect.Dr.Arisara Leksansern, lecturer of Department of Education.

In addition, students are requested to kindly ask for information about teachers in Vientiane Capital, LAO PDR . Date of data collecting is 16 December 2013 – 16 January 2014.

Please be sure to consider providing assistances to those

Respectfully yours

Handwritten signature of S. Sirisunhirun in black ink.

Assoc.Prof.Somboon Sirisunhirun, Ph.D.

Acting Dean

Faculty of Social Sciences and Humanities  
Mahidol University, Thailand



ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ

ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

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ກະຊວງສຶກສາທິການ ແລະ ກິລາ  
ຫ້ອງການ

6405  
ເລກທີ...../ທກ  
ນະຄອນຫຼວງວຽງຈັນ, ວັນທີ... 12 DEC 2013

**ໃບນຳສົ່ງ**

**ເຖິງ:** ຫົວໜ້າພະແນກສຶກສາທິການ ແລະ ກິລາ ນະຄອນຫຼວງວຽງຈັນ.  
**ເລື່ອງ:** ການສະໜອງຂໍ້ມູນການສຶກສາໃຫ້ແກ່ທ່ານ ຄອນສະຫວັນ ຈັນທະວິໄຊ

-ອີງຕາມ ຈົດໝາຍທາງລັດຖະການ ສະບັບເລກທີ Ref.0517.12/4702 ລົງວັນທີ 6 December, 2013.

ຫົວໜ້າຫ້ອງການ ກະຊວງສຶກສາທິການ ແລະ ກິລາ ແຈ້ງມາຍັງທ່ານຊາບວ່າ:  
ທ້າວ ຄອນສະຫວັນ ຈັນທະວິໄຊ ພະນັກງານວິຊາການສະຖາບັນຄົ້ນຄວ້າວິທະຍາສາດການສຶກສາ, ສູນສິ່ງເສີມພາສາຕ່າງປະເທດ, ຂະແໜງ ພາສາອັງກິດ, ໄດ້ໄປສຶກສາຄົ້ນຄ້ວາຮູ້ຮຽນ ທີ່ມະຫາວິທະຍາໄລມະຫິດິນ ບາງກອກ ປະເທດໄທ ໃນຂະແໜງວິຊາ ບໍລິຫານ ການສຶກສາ, ໃນຫົວຂໍ້ການສຶກສາ The Effect of Teachers' Motivation on Teachers' Continuing Professional Development of Public Schools in Vientiane Capital, LAO PDR. ຜູ້ກ່ຽວໄດ້ສະເໜີເກັບກຳຂໍ້ມູນກ່ຽວກັບຄູ ຢູ່ໃນນະຄອນຫຼວງວຽງຈັນ ເພື່ອປະກອບເຂົ້າໃນບົດວິໄຈ.

ດັ່ງນັ້ນ, ຈຶ່ງໄດ້ນຳສົ່ງສຳນວນເອກະສານມາຍັງທ່ານເພື່ອອຳນວຍຄວາມສະດວກໃຫ້ແກ່ຜູ້ກ່ຽວດ້ວຍ.

ຫົວໜ້າຫ້ອງການ  
  
ຄຳພວງ ບຸນມິໄຊ

ສາທາລະນະລັດ ປະຊາທິປະໄຕ ປະຊາຊົນລາວ  
ສັນຕິພາບ ເອກະລາດ ປະຊາທິປະໄຕ ເອກະພາບ ວັດທະນະຖາວອນ

\*\*\*\*\*

ພະແນກສຶກສາທິການ ແລະ ກິລາ  
ນະຄອນຫລວງວຽງຈັນ

2341  
ເລກທີ...../ສກຂ ນວ  
ລົງວັນທີ 13/12/2013

ເຖິງ: ອຳນວຍການໂຮງຮຽນ ມັດທະຍົມຕອນປາຍ ແລະ ມັດທະຍົມສົມບູນ ພາຍໃນເມືອງສີໂຄດຕະບອງ,  
ຈັນທະບູລີແລະໄຊເສດຖາ  
ເລື່ອງ : ອະນຸຍາດໃຫ້ ທ ຄອນສະຫວັນ ຈັນທະວິໄຊ ລົງເກັບກຳຂໍ້ມູນກ່ຽວກັບຄູ່ຢູ່ໃນໂຮງຮຽນມັດທະຍົມ  
ພາຍໃນເມືອງດັ່ງກ່າວ ເພື່ອປະກອບໃນການຂຽນບົດ

- ອີງຕາມໜັງສືນຳສິ່ງຂອງຫົວໜ້າຫ້ອງການກະຊວງສຶກສາທິການແລະກິລາ ເລກທີ 6405/ຫກ ລົງວັນທີ 12/12/2013

ພະແນກສຶກສາທິການແລະກິລານະຄອນລວງວຽງຈັນໄດ້ອະນຸຍາດໃຫ້ ທ ຄອນສະຫວັນ ຈັນທະວິໄຊ  
ພະນັກງານວິຊາການສະຖາບັນຄົ້ນຄວ້າວິທະຍາສາດການສຶກສາ ເພື່ອລົງເກັບກຳຂໍ້ມູນສະຖິຕິກ່ຽວກັບຄູ ພາຍ  
ໃນໂຮງຮຽນທີ່ມີລາຍຊື່ລຸ່ມນີ້ :

1. ໂຮງຮຽນມັດທະຍົມຕອນປາຍທົ່ງປີ້ງ
2. ໂຮງຮຽນມິດຕະພາບນະຄອນຫລວງວຽງຈັນ ນະຄອນໂຮ່ຈິມິນ
3. ໂຮງຮຽນມັດທະຍົມຕອນປາຍຈັນທະບູລີ
4. ໂຮງຮຽນມັດທະຍົມສົມບູນວຽງຈັນ
5. ມັດທະຍົມສົມບູນຈັນສະຫວ່າງ
6. ມັດທະຍົມສົມບູນໜອງບອນ
7. ມັດທະຍົມສົມບູນເຈົ້າອານຸວົງ

ດັ່ງນັ້ນ, ຈຶ່ງສະເໜີມາຍັງທ່ານຜູ້ອຳນວຍການໂຮງຮຽນທີ່ກ່ຽວຂ້ອງ ຈຶ່ງອຳນວຍຄວາມ  
ສະດວກສະໜອງຂໍ້ມູນກ່ຽວກັບຄູ ໃຫ້ຜູ້ກ່ຽວດ້ວຍ

໑. ຫົວໜ້າພະແນກສຶກສາທິການແລະກິລານະຄອນຫລວງວຽງຈັນ



ເກດມະນີ ບັນດາສຳຄັນ

## APPENDIX F

### RESEARCH QUESTIONNAIRE

#### The Effect of Teachers' Motivation on Teachers' Continuing Professional Development of Public Schools Teachers in Vientiane Capital, LAO PDR

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The purpose of this study is to examine the effect of teachers' motivation on teachers' continuing professional development (CPD). The questionnaire booklet consists of 3 parts: Part I: inventory of general information of teachers. Part II: An inventory of teachers' motivation adopted from Hong & Waheed, (2011). Part III: An inventory of teachers' continuing professional development adopted from Yan (2003).

#### Part I: General information

Instructions: please tick (✓) against the box provided where appropriate.

---

#### I. Gender

1. Female                       2. Male
- 

#### II. Your age

1. Below 25 years     2. 26-35 years  
 3. 36-45 years         4. Above 45 years
- 

#### III. Degree you have completed

1. Master degree                       2. Bachelor's degree  
 3. Diploma (or equivalent)  4. Others (specify): \_\_\_\_\_
- 

#### IV. Grade levels of teaching

Grade \_\_\_\_\_;

---

#### V. Teaching experience

1. 0-5 years                       2. 6-10 years  
 3. 11-15 years                       4. Above 16 years
-

**Part II:**

This section includes questions about your confidence and participation in different of motivation.

**Direction:** The ratings of the statements are the indicator of your feeling towards your job. Read carefully and “tick” against the appropriate answers by as following:

Item No.	Statement of Motivation	Level of Motivation				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
<b>I. Work Itself</b>						
1	My job has a lot of variety in challenging and exciting.					
2	I enjoy the type of work I do.					
3	My job offers career advancement in the long run.					
4	My job provides knowledge to younger generation.					
<b>II. Achievement Goals</b>						
5	I am proud to work in this school because it recognizes my achievements.					
6	I feel satisfied with my job because it gives me feeling of accomplishment.					
7	I feel I have contributed towards my school in a positive manner.					
8	I am happy that I am able to complete the task on time.					
<b>III. Job Advancement</b>						
9	I am satisfied that there is someone at work who encourages me in the professional development in the school.					
10	I am satisfied that my job is progressing better than the past year.					
11	My job allows me to learn new skills for career achievement					
12	Teachers are given equal opportunities for training.					

Item No.	Statement of Motivation	Level of Motivation				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
<b>IV. Job Recognition</b>						
13	I am satisfied with reward for doing good work in my school.					
14	I feel happy when I achieve or complete task.					
15	My manager always thanks me for a job well done.					
16	I receive adequate recognition for doing my job well.					
<b>V. Responsibility</b>						
17	I have control over how I do my work.					
18	I can share opinion in decisions that affect my work.					
19	I am happy that my opinion counts at work.					
20	I am satisfied with school materials to do my work.					
<b>VI. Policy and Management</b>						
21	I am satisfied with the school administration.					
22	The attitude for the administration is very accommodative in my school.					
23	I am proud to work for this school because the school policy is favorable for its staff.					
24	I completely understand the vision of my school.					
<b>VII. Interpersonal Relationship</b>						
25	It is easy to get along with my colleagues.					
26	My colleagues are helpful and friendly.					
27	Colleagues are important to me.					
28	Each teacher and I work as part of a team.					

Item No.	Statement of Motivation	Level of Motivation				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
<b>VIII. Supervision</b>						
29	My supervisor is capable of giving command and guidance.					
30	I feel my performance has improved because of the support from my supervisor.					
31	My supervisors are strong and trustworthy leaders.					
32	I feel satisfied at work because of my relationship with my supervisor.					
<b>IX. Working Condition</b>						
33	My school has positive working atmosphere.					
34	I feel satisfied because of the comfort I am provided at work.					
35	I am proud to work in my school because of the pleasant working conditions.					
36	I feel comfortable working in this school because of enough teaching aids.					
<b>X. Teacher Income</b>						
37	The pay I receive is appropriate for the work I do					
38	I am encouraged to work harder because of my salary.					
39	I am satisfied with my salary.					
40	My monthly salary is sufficient to lead a decent life.					

**Part III:**

This section includes questions about your confidence and participation in different of continuing professional development such as 1) teaching-learning, 2) student development, 3) school development and 4) professional relationship-services.

Please read carefully and “tick” against the appropriate answers by as following:

Item No.	Statement	Levels of Experience				
		Never	Seldom	Some - times	Often	Always
		1	2	3	4	5
<b>I. Teaching-learning</b>						
41	Updating knowledge and search for new subject knowledge.					
42	Application of pedagogical content knowledge.					
43	Updating and sharing of pedagogical content knowledge.					
44	Knowledge and application of teaching strategies and skills.					
45	Evaluation and review of teaching and learning programs.					
<b>II. Student development</b>						
46	Identifying and supporting students' diverse needs					
47	Awareness of the importance of establishing rapport with students.					
48	Building trust and rapport with students.					
49	Providing care for students.					
50	Wholesome development of students.					
<b>III. School development</b>						
51	Adaptation to the school vision and mission.					
52	Contribution to reviewing the school vision and mission, as well as promoting the school culture.					
53	Implementation of school policies and procedures.					
54	Formulation of school policies for continuing school development.					
55	Promoting parent-school relationship for further school development					

Item No.	Statement	Levels of Experience				
		Never	Seldom	Some - times	Often	Always
		1	2	3	4	5
<b>IV. Professional relationship and services</b>						
<b>56</b>	Working relationships with colleagues.					
<b>57</b>	Sharing of knowledge and experience with others.					
<b>58</b>	Preserving cultures and participating in voluntary.					
<b>59</b>	Interaction with the broader community.					
<b>60</b>	Participation in education-related community services.					

**Thanks for your participation in completing questionnaire**

## **BIOGRAPHY**

<b>NAME</b>	Mr. Khonesavanh Chanthavixay
<b>DATE OF BIRTH</b>	August 21 <sup>th</sup> 1986
<b>PLACE OF BIRTH</b>	Vientiane Capital, LAO PDR
<b>INSTITUTIONS ATTENDED</b>	National University of Lao, 2003-2008 Bachelor of Arts in Education (English Language) Mahidol University, 2013-2014 Master of Education (M.Ed.) in Educational Management (International Program)
<b>RESEARCH GRANTS</b>	Supported by (EDP II AF), Ministry of Education and Sports
<b>HOME ADDRESS</b>	LAO PDR, Vientiane Capital, Sikhot District, Sikhai Village, LuangPraBang Road Tel: +856-20-55003009 +856-20-55008283 Email: khonesavanh.chan@hotmail.com jo_beeboy@hotmail.com
<b>EMPLYMENT ADDRESS</b>	Ministry of Education and Sports, Research Institution for Educational Sciences, Foreign Language Resource Center Tel: +856-21-218441