

Running head: ROLE OF PD ON OCB AND MOTIVATION

THE ROLE OF PROFESSIONAL DEVELOPMENT ON TEACHERS' ORGANIZATIONAL  
CITIZENSHIP BEHAVIOR AND MOTIVATION

by

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WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE,  
HAVE APPROVED THIS DISSERTATION

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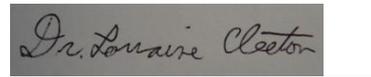
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### **Abstract**

Professional development is an essential element in teachers' growth, and subsequently, students' success. Moreover, teachers' sense of motivation and their sense of organization citizenship behavior are factors that can greatly benefit organizational success by empowering teachers and increasing workplace productivity. The purpose of this study was to examine how professional development could increase teachers' motivation and their organizational citizenship behavior. This study was a qualitative case study with descriptive statistics, which studied 28 teachers employed at two international kindergartens in Shanghai, China.

The study was structured in two phases with subject area professional development opportunities offered between the two phases. In each phase, participants completed two surveys with a total of 96 Likert-items regarding their organizational citizenship behavior and sense of motivation.

Eleven participants also shared their ideas in semistructured interviews. The interview transcripts were examined using the tenets of thematic analysis as set forth by Braun and Clarke (2008).

Triangulation of the results indicated that professional development can increase teachers' organizational citizenship behavior and motivation if five overarching categories are fostered in the workplace; namely, clear communication, collaborative opportunities, value and recognition, professional development expectations, and incentives.

The limited number of participants, a narrow population scope, and the researcher being an insider researcher at one of the participating schools were acknowledged as limitations for this study. For future studies, the researcher recommends widening the participant pool, reducing the quantitative portion of the study, and expanding the length and depth of the professional development opportunities. It can be concluded from the study that a school climate that fosters the five categories of communication, collaboration, value, professional development, and

incentives while also offering specialized and relevant professional development can increase teachers' motivation and organizational citizenship behavior, leading to greater job satisfaction and a more productive workplace.

*Keywords: Professional development, Organizational citizenship behavior, Motivation, Qualitative case study, Thematic analysis*

**Dedication**

This dissertation is dedicated to my beloved husband Hadi.

### **Acknowledgments**

I would like to thank the following people without whom the completion of this research would have been impossible.

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## **Chapter 1**

### **Introduction**

The effective operation of educational organizations is dependent upon multiple, interrelated factors. School climate, the styles of school leadership, teachers' sense of job satisfaction, the abundance of educational resources, and the impact of federal policies have been studied as influential factors (Gann, 2020; Griffith et al., 2014; Leithwood & Mascall, 2008; Rapti, 2012; Robinson et al., 2008; Savasci & Tomul, 2013). Teachers are exceptionally critical in the school dynamic, as they have been noted as the "single most influential component of an effective school" (Marzano, 2000, p. 23).

The literature does not appear to have a consensus in the understanding of staff motivation (Dörnyei & Ushioda, 2011), but various definitions have been offered. Sinclair (2008) defined it in terms of attraction, retention, and concentration as something that determines "what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession" (p. 37). It has also been defined as the energy or drive that moves people to do something by nature (Dörnyei & Ushioda, 2011) and forces that energize, direct, and sustain an individual's efforts or willingness to exert effort to achieve a goal (Bateman & Snell, 2011). Motivation has been termed as the reasons "why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity" (Han & Yin, 2016, p. 3).

Since "teacher motivation has been identified as a key determinant for student motivation and teaching effectiveness" (Han & Yin, 2016, p. 18), astute awareness regarding what motivates, encourages, and demoralizes teachers is vital in making the school workplace

productive. Understanding what motivates teachers to perform their job responsibilities and, arguably more important, what triggers organizational citizenship behavior (OCB), where individuals act beyond the formal requirements of the job to the benefit of organization (Cheng, 2016), was the foundation of this research.

Although literature acknowledging the importance of a motivated workplace is abundant, occurrences of low motivation and job satisfaction among staff remain plentiful (Addison & Brundrett, 2008; Dörnyei, 2000; Simpson & Myles, 2008). Halushchak and Halushchak (2016) asserted that the process of personnel motivation in organizations is unique and unpredictable as a result of the influence of various quantities of motivational factors on the performers of certain tasks, various degrees of influence of these factors on the activity results, and various influence of identical motives on different people. Understanding these interrelated factors and finding strategies that produce desired results can be of great benefit to organizational success.

Knowledge of motivation can pay dividends in increasing workplace productivity (Jablin & Sias, 2001). Similarly, OCB, which has been defined by Hoy et al. (2008) as “voluntary and discretionary behavior of teachers that exceeds the formal requirements of the job” (p. 825), can have a significant, positive impact on schools. The aim of the present study was to understand if professional development (PD) can act as a motivator for teachers and lead to an increase in their OCB. The OCB and sense of motivation existent among two schools’ teachers was studied to help understand what stimulates some educators to voluntarily “exceed the formal requirements of the job” while others stay disheartened to laxity (DiPaola et al., 2007, p. 227).

### **Background of the Study**

The simple question—What motivates employees to do their best?—was the basis of this study. While the importance of teachers is often stated, concerns regarding job satisfaction,

motivation levels, and sense of value exist. A school's productivity lies in its teachers' voluntary engagement in behaviors that meet the needs of their learners. With a profession overshadowed by government mandates, school policies, disconnected managers, and rambunctious students, the need to engage productively teachers is all the more crucial.

The notion of motivation has been defined from multiple perspectives. Vroom (1964) defined motivation as a process governing how individuals choose among alternative forms of voluntary activity. Isen and Baron (1991) defined motivation as the variable that drives employees to want to act and choose to act to succeed in the workplace. Kini and Hobson (2002) expressed motivation as (a) the degree to which one wants or tries hard to do well at a particular task or job, or (b) a way to drive an individual toward achieving a goal. An older definition from Mitchell (1982) stated motivation as the degree to which an individual wants and chooses to engage in certain specified behaviors.

A more in-depth study of motivation showed that there are two types of motivation. One that stems from internal forces and the other from external forces; known as intrinsic and extrinsic motivation, respectively. Internal motivation is a very personal form of motivation and revolves around completing a task for the sake of the task (Peterson & Ruiz-Quintanilla, 2003; Whang & Hancock, 1994). External motivation, on the other hand, is a form of controlled motivation when a task is performed in order to attain some external goal, reward, or demand (Deci, 1971). The interchange of intrinsic and extrinsic factors that impact job satisfaction and dissatisfaction makes conceptualization difficult and complex.

The factors that motivate teachers are both intrinsic and extrinsic. Performing job duties may come from a personal desire to achieve a sense accomplishment and self-actualization. In other words, it is an inducement derived from within the person or from the activity and

positively affects behavior, performance, and well-being (Ryan & Deci, 2000). In contrast, an extrinsically motivated teacher may perform duties in order to obtain a reward such as monetary bonus. The combination of internal and external motivation factors makes a teacher motivated, thus increasing the effectiveness of the entire educational organization.

The specific factors that motivate teachers have been studied in the past. Addison and Brundrett (2008) concluded that workload factors cause teachers' demotivation. Hettiarachchi (2010) investigated the elements of teacher motivation and demotivation in the English as a Foreign Language context and concluded that teacher transfers, the discrepancy between curriculum and learners' ability, and the poor relationship existing between colleagues were the demotivating factors. O'Keeffe-Foley (2019) asserted that one main reason that teachers lack motivation during PD is that school leaders are not effectively planning PD for achievement.

As noted in previous research, school leaders and their approach toward PD can have a monumental impact on teachers' sense of motivation. Kennerly (1989) even asserted that leadership styles appear to play a far more significant role on organizational effectiveness than any other factor. What leaders do, or do not do, impacts teachers' sense of belonging, their OCB, as well as their internal and external motivational levels.

However, it would be faulty to consider only the shortcomings of leaders since the leader-employee relationship is bilateral. From a leadership perspective, schools need teachers who believe in the goals of the organization and demonstrate a willingness to cooperate beyond their job responsibilities. The demanding nature of schools necessitates members to commit and work together for the greater benefit of the students. It needs teachers who demonstrate organizational commitment; possess a strong belief in, and acceptance of, the organization's

goals and values; along with a willingness to exert considerable effort on behalf of the organization (Bonaparte, 2009).

This study considered the needs of both parties and aimed to find a practical solution that benefited teachers, administrators, and, most important, students. PD is believed to be an effective antidote to the aforementioned problems. Research suggested enhancing teacher instruction through PD (Darling-Hammond et al., 2009; Fullan, 2016; Swan Dagen & Bean, 2014; Yoon et al., 2007). It is suspected that PD can also increase teachers' motivation and organizational citizenship behavior. The role that leaders play in supporting and motivating teachers cannot be overstated. Acknowledging teachers as a crucial and integral part of the educational process is essential.

The solution to the teacher motivation problem lies deeper than just having leaders support teachers. It requires the existence of an effective school climate. While "there is not one universally agreed-upon definition of school climate" (Cohen et al., 2009, p. 182), practitioners and researchers have used a range of terms, such as atmosphere, feelings, tone, setting, or milieu to define this concept (Freiberg, 1999; Homana et al., 2006). Tableman (2004) defined school climate as a reflection of the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place.

A school's climate is evident in the feelings and attitudes about a school expressed by students, teachers, staff, and parents; it is the way students and staff feel about being at school each day (Gonder & Hymes, 1994). A positive school climate will create a sense of security, comfort, and supportiveness within the school that can benefit the organization greatly. A safe, caring, participatory, and responsive school climate fosters great attachment to school

(Osterman, 2000), enhances teacher retention (Cohen, 2006), and creates connections to one another within the school (McNeely et al., 2002).

Effective PD can play a major role in establishing a climate of comradery and professionalism. Ingvarson et al. (2005) studied factors impacting the effectiveness of PD and found that the level of school support is “an important enabling condition with a significant shaping influence on the opportunities to learn that teachers experience” (p. 15). It has also been noted that many PD programs aim to strengthen professional community in schools (Ingvarson et al., 2005).

Odden and Picus (2011) confirmed the power of a school vision is driven by the quality of the instructional materials and the effectiveness of PD that will allow the students and staff to succeed. Thus, leaders must have astute understanding of their staff’s needs and potential as well as confidence in the positivity of the school’s climate. They can, then, create PD opportunities that enrich both teachers and the school, since PD promotes the continuous professional growth of teachers for the purposes of improving teaching aimed at improving student learning (Swan Dagen & Bean, 2014). In sum, the growth of teachers is dependent on a positive climate where PD is genuinely fostered.

### **Statement of the Problem**

The problem addressed in this study involved the ongoing exploration of concrete, applicable actions that can increase teachers’ OCB and motivation. While various factors that influence teachers’ motivation have been studied (Mani, 2002; Richardson & Watt, 2006; Sinclair, 2008), there is no certain response to what motivates individuals because of the “the myriad of teacher motivation issues within a particular context” (Han & Yin, 2016, p.14). Low and Mukhthar (1992) noted that a comprehensive understanding of teacher motivation is

unrealistic given a multitude of situational and personal variables that combine or interact to produce a continuum of motivation among teachers. Mark (2015) asserted, “Measuring the determinants and consequences of work motivation is complex because these psychological processes are not directly observable and there are numerous organizational and environmental obstacles that can affect goal attainment” (p. 1). Consequently, the multifaceted nature, vastness, and interconnectedness of motivation with other elements has led to the lack of one decisive response on what motivates people.

Contemporary literature shows that schools are still struggling with high levels of teacher burnout, high levels of teacher stress, low teacher morale, low sense of collective teacher motivation, and low levels of teacher satisfaction (Han & Yin, 2016; Karavas, 2010; Mertler, 2009; Rapti, 2012; Roloff & Brown, 2011). The stressful nature of the profession does not ameliorate the task, as it has been shown that compared to other professional groups, teachers show higher levels of stress and lower levels of motivation (Kyriacou, 1987; Lens & Jesus, 1999). It has been noted, “The teacher’s brain never feels as though it can relax and separate itself from career challenges” (Roloff & Brown, 2011, p. 452). Pinder (1998) concluded that despite frequent studies, social scientists still cannot clearly identify all components of employee motivation.

Similarly, OCB is a determinant of workplace effectiveness. OCB has defined as behaviors that an employee voluntarily engages in that promote the effectiveness of the organization but are not explicitly rewarded by the organization (Kwantes et al., 2008). It is the behaviors, values, and attitudes that cultivate an organization’s success but are not exerted as organizational demands.

Increasing the OCB of employees has been shown to increase productivity, efficiency, customer satisfaction, and reduce costs and rates of turnover and absenteeism (N. P. Podsakoff et al., 2009). Organ (1988) believed that OCB increases the organizational effectiveness and Williams (1988) asserted that OCB supports the organization in general, and benefits individuals within the organization as well. Evidently, a thorough understanding OCB can be beneficial to the teachers, schools, and learners.

Despite the importance of motivation and OCB, educational institutions still face dilemmas with teacher motivation, teacher retention, and school climate. Managers and organizations also seem to have a misconceived notion regarding what motivates employees and often attempt to motivate employees through insignificant ways (Cheney et al., 2010). Some teachers complain about the rewards system being counterproductive and demotivating and creating contretemps within the team. Demotivating manners are created from the misuse of motivating strategies and can have to destructive effects. Since teachers are the major building blocks of a community and motivation and a sense of purpose is its cohesive force, finding the key to teachers' motivation and sense of belonging is essential (Dehdary, 2017).

The existence of the aforementioned issues cannot be ignored, but the potential tools that can benefit the circumstance must not be overlooked either. Borko (2004) explored the links between PD design and teachers' learning and noted positive outcomes. Low burnout has been accredited to teachers' participation in PD programs (Eval & Roth, 2010). However, PD is often rejected because it fails to involve teachers, give them a sense of ownership, recognize their school's mission, or meet the learning needs of the students in their context (Martin et al., 2019).

This research examined how relevant PD programs could increase teachers' sense of motivation and OCB. It was believed that if administrators could understand the role of PD in

motivating teachers, a plethora of school-related complications could be solved. By knowing what motivates teachers, administrators can create a workplace characterized by support and growth. A workplace equipped with such knowledge will have motivated teachers that voluntarily exhibit behaviors that improve performance within an organization. As Robbins and Coulter (2002) noted, the efficiency of institutions and organizations rely on how they manage their human resources, which are the most important elements that constitute the competitive power of the organization.

The focal point of this study was teachers' sense of motivation and OCB as the repercussion of a school's PD programs. The results provided school management the ability to understand better how PD can empower teachers to perform better their responsibilities. Moreover, the results offered school managers a better understanding of OCB and provided them with strategies to maximize the occurrence of OCB within their schools.

### **Purpose of the Study**

The purpose of this study was to understand the role PD can have in increasing teachers' sense of motivation and their OCB. Researchers had shown that teachers' motivation and OCB are critical in fostering a productive workplace (Cheng, 2016; Dörnyei & Ushioda, 2011; Tschannen-Moran & Barr, 2004). Similarly, the importance of PD in educational organizations had been mentioned (Grove et al., 2009; Guskey, 2000; Martin et al., 2019). However, to the researchers' knowledge, there was no case study that examined the relationship between PD, as related to motivation, and OCB using both qualitative and quantitative methods.

This study examined the impact of PD on the sense of OCB and motivation among teachers at two schools. The teachers' sense of motivation and OCB were evaluated prior to and subsequently after participants' participation in PD. The participants' OCB was also assessed

pre- and posttraining, using an adapted version of the OCB survey used by Sharma and Jain (2014), which was developed based on the work of Organ (1988) and P. M. Podsakoff et al. (2000). The participants' motivation was studied using a modified version of the Work Tasks Motivation Scale for Teachers, which was developed by Fernet et al. (2008). Permission for use of both instruments was obtained from their corresponding authors prior to utilization of the surveys.

### **Research Questions**

1. How can PD programs motivate teachers?
2. How can OCB be increased through PD?

### **Definition of Terms**

*Burnout:* A type of distress that is commonly characterized as a combination of three components: emotional exhaustion, depersonalization, and diminished personal accomplishment (Roloff & Brown, 2011; Paterson & Grantham, 2016).

*Collective teacher efficacy:* "The perceptions of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students" (Goddard et al., 2000, p. 480).

*Extrinsic motivation:* Extrinsic motivation refers to task performance based upon outside factors encouraging the individual to do so (Deci & Ryan, 2006).

*Job satisfaction:* A positive or pleasant state resulting from a person's appreciation of his or her own job or experience (Demirtas, 2001).

*Leadership:* A process where influencing others leads to the attainment of organizational goals (Ivancevich et al., 2008).

*Motivation:* The attribute that moves us to do or not to do something (Broussard & Garrison, 2004).

*OCB*: The behaviors that an employee will voluntarily engage in and that promote the effectiveness of the organization but are not explicitly rewarded by the organization (Organ, 1988).

*Organizational justice*: An individual's perception of and reactions to fairness in an organization (Greenberg, 1987).

*PD*: Those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators (Guskey, 2000).

*School effectiveness*: An assessment of school performance based on two contrasting means: student achievement and teachers' perceptions of effectiveness (W. K. Hoy et al., 2006).

*Self-efficacy*: Self-efficacy is an individual's belief about his or her capability to maintain responsibilities (Emin Turkoglu et al., 2017).

### **Delimitations, Limitations, and Assumptions**

There exist a number of delimitations and limitations to this study. The delimitations represented in this study included the use of a predetermined teacher population of kindergarten teachers in Shanghai, China, which limited the representation of teachers' motivation and OCB. Another delimitation of case studies such as this research is the lack of valid generalization (Miles, 2015). Thus, this research's case study approach may lack generalizability because it has limited the sample size. Thus, results may differ if the same method was to be applied to another group of teachers.

A third delimitation was the researcher being an insider at one of the participating schools. An insider researcher has been defined as a researcher who is also a member of the organization under study (Coghlan et al., 2016). Conducting insider research has been noted as both beneficial and unfavorable. On the advantageous side, insider action researchers are

uniquely situated to have what Coghlan (2007) referred to as “preunderstanding” (p. 339). Stringer (2007) acknowledged the value of insider researcher knowledge, stating that outsider researchers lack preunderstanding and “are likely to either misrepresent or misinterpret the situation” (p. 188). Moreover, unlike outsider researchers, the insider researcher has established relationships, trust, and entry into the organization (Herr & Anderson, 2015). Trust is considered an essential element in action research in order to elicit truthful participant responses about their concerns, perceptions, and opinions (Mertler, 2009). Additionally, the insider status affords acceptance within the group, provided by an already present commonality with participants, coupled with access and entry to the group (Dwyer & Buckle, 2009).

On the other hand, insider researchers are also challenged to balance mutually the duality of an organizational member role and action researcher role at the same time. Asselin (2003) pointed out that the dual role of researcher and insider can also result in role confusion when the researcher responds to the participants or analyses the data from a perspective other than that of researcher. Herr and Anderson (2015) criticized action researchers who avoid authentic self-reflection stating, “To downplay or fail to acknowledge one’s insider or participatory status is deceptive and allows the research to avoid the kind of intense self-reflection that is the hallmark of good practitioner research” (p. 58).

Every study has limitations that should be acknowledged (Creswell, 2014). The following limitations were noted in the current study. Firstly, teacher motivation and OCB were studied, but other interconnected factors such as job satisfaction and self-efficacy were not in the scope of the research. The exclusion of such factors might have impacted the obtained results. Moreover, the participants, who formed the foundation of this case study research, were all expatriated teachers working in Shanghai, China. While the amalgamation of educators with various

professional backgrounds, nationalities, and differing PD backgrounds, as well as different years of experience and various tenures at the school added to the scope of the study, it can also be considered a drawback. All the aforementioned factors could have impacted OCB and motivation. Finally, that all participants did not have the same number of work hours is a limitation of the study.

### **Nature of the Study**

The study was a qualitative case study that utilized descriptive statistics. Case studies have been defined as “an approach to research that facilitates exploration of a phenomenon within its context, using a variety of data sources” (Baxter & Jack, 2008, p. 544). This research was based on the constructivist paradigm, for it requires a close collaboration between the researcher and the subjects (Crabtree & Miller, 1999), and depends on teacher participant behaviors and perceptions. This study filled the gap of knowledge on what motivates teachers and how PD can be used effectively to increase teachers’ motivation.

The case study had four groups of expatriated teachers working at two kindergartens in Shanghai, China. These cohorts of participants were been selected because of three main factors. Firstly, the researcher was employed in Shanghai, China, and thus, access to the participants was simpler. Secondly, the researchers’ employment at one of the schools, and her status as a member of the school’s research team, increased the participants’ sense of trust toward the mentioned individual. Thirdly, the teachers’ previous, informal mentions of their desires to have more professional growth made them appear as a suitable case study for this research.

First, a survey was conducted to assess the teachers’ sense of motivation and their OCB. Then, the hypothesis that both factors, motivation and OCB, can be increased through the establishment of professional learning communities and PD was tested by offering various PD.

The PD was of two different types: prerecorded webinars and live speakers. The teachers' motivation and OCB levels were reevaluated posttraining using the same surveys. Confidential interviews were also conducted with participants on a voluntary basis. Each participant was only interviewed once, and open-ended questions regarding PD expectations, sense of belonging, motivation, and sense of value were asked. The obtained audio files and transcripts were securely stored on a password protected personal computer to which no one other than the researcher had access. The completed surveys were stored in a personal, locked cabinet.

### **Dissertation Structure**

This dissertation is organized in five chapters. Chapter 1 provides an introduction to the topic of teacher motivation and OCB. The background and significance of the study as well as the methodological and practical contributions of the study are explained. Chapter 2 contains a thorough review of the literature related to teacher motivation, OCB, PD, and professional learning communities. The research design, subjects, measures, and the statistical analyses used to test the model and the hypotheses are presented in Chapter 3. The results of the testing of the case study surveys and interview are presented in Chapter 4. Chapter 5 contains discussion of the results and limitations of the study as well as suggestions for future areas of research.

### **Summary**

The purpose of this research was to examine the role PD opportunities can have on teachers' motivation and OCB. A case-study approach and both inductive and deductive analyses were employed to study a sample population of educators employed at two educational institutions. Quantitative data were collected twice using two surveys, and qualitative data were collected once using semistructured interviews. The data were analyzed using frequency distribution analysis and identification of reoccurring themes in the interview transcripts.

The overarching aim of the study was to understand how PD can influence teachers' sense of motivation and their OCB since, to date, fairly little is known about teachers' motivations in relation to the implementation of PD (Grove et al., 2009). The following two chapters review the body of literature currently available on the topic constructs and the methodology that was employed. Chapters 4 and 5 discuss the findings and their implications, respectively.

## **Chapter 2**

### **Literature Review**

The three constructs of this study, teacher motivation, teachers' OCB, and PD, have been each been autonomously noted as significant by researchers. Han and Yin (2016) acknowledged teacher motivation as a crucial factor in school effectiveness because it is closely related to a number of variables in education such as "student motivation, educational reform, teaching practice and teachers' psychological fulfilment and well-being" (p. 2). Similarly, OCB has been stated as playing a pivotal role in organizational success (Cheng, 2016). PD has been declared influential on teachers' knowledge and practice (Guskey, 2003). Schenkat and Tyser (1997) emphasized the importance of PD by writing, "It is virtually impossible to create and sustain conditions for productive learning for students when they do not exist for teachers" (p. 116).

Thorough evaluation of relevant theories and past research in the aforementioned fields supported the current study by forming a foundation and illuminating the gap that this study filled. This chapter explains the scope and rationale for the study. It goes on to cover the theoretical framework of the three main constructs of motivational theory, OCB, and PD theory. In addition, associated studies are surveyed, followed by the presentation of the methodological framework of the study in the ending portion of the chapter.

### **Conceptual Framework**

#### ***Scope***

This study focused on the role of PD in increasing the sense of motivation and fostering OCB among teachers. The research examined the motivation levels and OCB of participant expatriated teachers teaching at four campuses in Shanghai, China. The teachers' intrinsic and extrinsic motivation as well as their OCB were examined using inductive and deductive analyses.

The effect that PD opportunities had on the teachers was examined to arrive at a new understanding of the role of PD on teachers' motivation and OCB.

### ***Rationale***

The importance of motivation has been frequently reiterated; it has even been noted that motivation is perhaps the most critical variable in producing change (Ryan & Deci, 2000). The need for this study lies at the crossroads of the importance of motivation and the necessity for dedicated teachers. As PD has become a key element in teacher education programs and on-the-job professional growth plans, it would be expected that despondency and demotivation be nonexistent in the workplace. Unfortunately, this is not the case.

This study aimed to understand how PD could be used as an enabling tool that helps the organization and its members. Teachers' attitudes toward professional growth development are critical to the success of the school and the achievement of the students (DuFour & Eaker, 1998). While this belief is frequently mentioned in literature and appears well-established in pedagogy and teacher training courses, much is still unknown about teachers' motivations to implement PD (Grove et al., 2009). This research underscored the notion that educating and empowering a teacher can have a significant impact on a teacher's desire to improve professionally and positively impact the climate of the workplace.

### **Theoretical Framework**

In order to examine the role of PD on the determinates of teacher motivation and teacher OCB, three motivational theories, namely Maslow's (1954) hierarchy of needs, Herzberg's (1968) two-factor theory, and Ryan and Deci's (2000) self-determination theory, were utilized in this study. The work of Organ (1988) and P. M. Podsakoff et al. (2000) on OCB were also

fundamental to the theoretical framework of this study. These five models formed the academic foundation for the current research, and thus, each element is surveyed in detail as follows.

### **Motivational Theories**

#### ***Maslow's Hierarchy of Needs***

All organizations, educational or other, can testify that productive, engaged, and enthusiastic employees contribute to organizational effectiveness and performance. The ideas or constructs that engage and motivate individuals have been defined as “the individual’s intensity, direction, and persistence of effort toward attaining a goal” (Robbins & Judge, 2009, p. 175). It has also been noted as the “qualities of a person oriented toward the future and aimed at helping the person evaluate the need for change or action” (Leithwood & Jantzi, 2006, p. 206).

The study of what motivates people dates to Greek philosophers and the concept of hedonism as the principle driving force in behavior (Steers et al., 2004). Modern studies on motivation can be linked to the work of Abraham Maslow and his now infamous hierarchy of needs. Maslow (1954) defined needs as two main categories: basic-needs and higher-order needs. The needs, building from bottom to top, are physiological needs, safety needs, love needs, esteem needs, and self-actualization needs. “We are motivated by the desire to achieve or maintain the various conditions upon which these basic satisfactions rest and by certain more intellectual desires” (Maslow, 1954, p. 394).

Once the physiological needs at the bottom of the pyramid are met, the second layer of needs, safety and security, comes into play. This is followed by the third level of needs, which include love and belonging. The fourth level is esteem needs, which can be broken down further into lower and higher esteem needs. The lower esteem needs are the need for others’ respect, including status, glory, attention, and dignity; the higher esteem needs are the need for self-

respect, including confidence, achievement, independence, and freedom (Maslow, 1954; Pinder, 1998). The implications of the esteem needs can be easily seen in the workplace; teachers yearn for job security and a sense of belonging in their workplace. If a lack of community in the work environment exists, individuals may seek to fulfill their love and belonging needs rather than be motivated to complete projects. Maslow (1954) called the lower four levels of the pyramid one's deficiency needs, for the body will change and not function correctly without them.

At the top of Maslow's pyramid, the fifth level, is the need for self-actualization. This self-actualization continues to be felt once it is engaged. It has been defined as a yearning for greatness and a desire to fulfill one's personal potential (Maslow, 1954). The needs at this level refer to an individual's desire to develop their abilities to the fullest. Maslow mentioned that the need is rarely completely satisfied and it is the ongoing desire to grow and develop that motivates.

In the fifth-level, human beings search for higher-level qualities such as creativity, maximum consciousness, and wisdom. This level concerns not only physical development, but also the spiritual acquisition of full human potential (Gultekin & Acar, 2014). If someone reaches this level, they are seeking cause beyond the self and desire to experience life beyond the boundaries of the self through peak experience (Koltko-Rivera, 2006).

### ***Herzberg's Two-Factor Theory***

Herzberg introduced his Two Factor Theory in *The Motivation to Work* in which he distinguished between motivators and hygiene factors. His work is noteworthy, as it is regarded as the first division between intrinsic and extrinsic factors. In his theory, Herzberg categorized factors into two groups: motivators and hygiene. Motivators are intrinsic motivational factors such as challenging work, responsibility, and recognition, while hygiene factors are extrinsic

motivational factors such as status, job security, and salary. Motivators were defined as effective at motivating individuals, while hygiene factors were often associated with job dissatisfaction. Some examples of hygiene factors include extrinsic aspects of work such as supervision, work conditions, and salary. Herzberg et al. (1993) labeled these as hygiene factors because they were preventative in nature and externally controlled.

Herzberg found the intrinsic aspects of work such as advancement, recognition, and achievement were linked to job satisfaction (Herzberg, 1968). He labeled these as motivator factors because they were more effective in motivating individuals to greater performance at work. In contrast, the factors that act as dissatisfiers but, in their absence, do not result in job satisfaction were labeled hygiene factors because they were preventative in nature and externally controlled (Herzberg et al., 1993). The concept of motivators and hygiene factors is significant in school leadership since most practices are aimed at controlling hygiene conditions over teachers. If the school leadership team fosters a climate of trust, cooperation, and delegation, teachers will have motivating factors that give them a sense of purpose and motivation. On the contrary, if the school does not offer an appropriate salary or lacks a secure work environment, the absence of the hygiene factors will lead to demotivation among teachers.

### ***Deci and Ryan's Self-Determination Theory***

The Self-Determination theory of Deci and Ryan views motivation as a unitary phenomenon. According to Ryan and Deci (2000), people not only have different amounts of motivation, but different kinds of motivation. They defined a conceptual distinction between motivated and amotivated actions; they went on to define five types of motivation within the two large categories of intrinsic and extrinsic motivation. Intrinsically motivated behaviors are

engaged in for their own sake—for the pleasure and satisfaction derived from their performance—while extrinsic motivation is instrumental in nature (Deci & Ryan, 1991).

Self-determination theory posits that alongside intrinsic motivation and amotivation there exists four types of extrinsic motivation that result from the internalization process. One type, external regulation, comes from “an external source such as the offer of a reward or the threat of a punishment” (Deci & Ryan, 1991, p. 329). Another type, introjected regulations, have been defined as the taking in but not acceptance of a regulation. In other words, although within the person, they are not part of the integrated self (Deci & Ryan, 1991). Identified regulation, the third type of motivation, occurs when the person has come to value the behavior and has identified with and accepted the regulatory process. The fourth type, integrated regulation, occurs when the regulatory process has fully integrated with the individual’s coherent sense of self; identifications have been reciprocally assimilated with the individual’s other values, needs, and identities (Deci & Ryan, 1991).

The self-determination theory makes an important distinction among behavior classes by recognizing dimensions that may be intentional or motivated. This theory distinguishes between self-determined and controlled types of intentional regulation. Self-determination theory does address the energization issue as well as the direction issue, and it does so by postulating about basic psychological needs that are inherent in human life (Deci & Ryan, 1991). It is noted that three fundamental psychological needs must be met to create a sense of motivation: competence, relatedness, and autonomy. For motivation to succeed, these three basic needs, autonomy, relatedness, and competence, must exist together, albeit not always in equal parts (Ryan & Deci, 2000).

Ryan and Deci (2000) theorized that competence refers to the need of individuals to be proficient and effective in their interaction with their environment. The need for autonomy refers to people's need for choice in the actions they take and their desire to be agentic. The need for relatedness refers the need for meaningful interpersonal interactions and a sense of belonging (Kowal & Fortier, 1999). If individuals perceive their needs are not being met, they will be motivated to engage in behavior that will result in need satisfaction. Certain social-contextual factors will increase the needs and lead to motivation. Examples of positive social-contextual factors include encountering affirmative feedback, optimal challenges, and freedom from demeaning evaluations (Gerhart & Fang, 2015).

As a part of the motivation continuum in Self-Determination Theory (Deci & Ryan, 1991), different types of motivation are distinguished by the reasons or goals that give rise to an action, and the most basic distinction is between intrinsic and extrinsic motivation. Extrinsic factors of teacher motivation are many and varied (Salifu & Agbenyega, 2013). According to Gerhart and Fang (2015), these rewards include, but are not limited to, salary, benefits, incentives, promotions, and external recognition. The school environment and the leaders who manage the school have a great role in the creation, or destruction, of external motivation.

Internal motivation is a very personal form of motivation and revolves around completing a task for the sake of the task (Peterson & Ruiz-Quintanilla, 2003; Whang & Hancock, 1994). In this case, an employee completes a task because of personal satisfaction, not because of a potential reward. Gagne and Deci (2005) noted that when intrinsically motivated people do an activity because it is interesting for them, they gain satisfaction from the activity. Having an impact on the lives of students, for example, may provide teachers with a sense of satisfaction (Gann, 2020).

### **Organizational Citizenship Theory**

OCB is a construct that has grown in popularity in recent years because it has shown to have great contributions to overall organizational functioning (Motowidlo & Van Scotter, 1994). Its origin can be traced to Barnard's concept of the willingness to cooperate and Katz's concept of innovative and spontaneous behavior (P. M. Podsakoff et al., 2000). OCB performance has also been theorized to originate from a social exchange relationship between the employee and the organization (Blau, 1964; Organ, 1988).

Smith et al. (1983) presented the notion of OCB by defining it as discretionary behavior that goes beyond one's official role and is intended to help other people in the organization or to show conscientiousness and support toward the organization. Organ (1988) defined OCB as "individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization" (p. 4). It is noteworthy that OCB is discretionary, meaning the behavior is one's personal choice, such that its omission is not generally understood as punishable (Organ, 1988). A teacher's OCB, or overall sense of commitment, can be measured according to their acceptance, loyalty, ownership, sense of pride, persistence, and engagement with the job (Bogler & Somech, 2005).

Five specific categories of discretionary behavior have been identified: helping, sportsmanship, courtesy, civic virtue, and compliance. These categories have been measured extensively as they correlate to OCB (Krebs, 1970; Organ & Ryan, 1995; P. M. Podsakoff et al., 2000); P. M. Podsakoff & MacKenzie, 1994). Helping is the behavior that assists others such as coworkers and reduces their encounters with problems. For instance, in a school setting, experienced teachers may help beginner teachers plan their lesson, even though it is not in the job responsibilities. Sportsmanship constitutes those behaviors such as not complaining and

keeping a positive attitude when difficulties arise. A display of courtesy may be when coworkers voluntarily support each other's class management. Displaying civic virtue is when the individual feels a part of the whole and actively participates in functioning and decision making. For example, a teacher who volunteers to participate in fund-raising activities displays civic virtue. Compliance, as a form of OCB, is closely related to job description, but there is a discretionary dimension in how much individuals comply with the arrangements of workplace (Organ et al., 2006). Examples of compliance include having good attendance, not engaging in idle chatter, or avoiding excessive breaks.

The existence of OCB plays a positive role in the overall work environment and the organization's performance. To understand how OCB is developed, nourished, and maintained, numerous case studies have been conducted in various sectors around the world. In their review of several empirical studies, Chiu and Chen (2005) found that job variety and job significance had significant positive relationships with OCB and intrinsic job satisfaction as a mediating factor.

Other related literature has further solidified the contributions of OCB to organizational effectiveness, noting improved individual and group work performance and productivity (N. P. Podsakoff et al., 2009). A study of OCBs in a correctional facility indicated that enhancing organizational commitment and reducing job stress may promote a positive work environment including OCB (Lambert et al., 2008). Within an educational context, researchers have studied OCB as it relates to organizational climate, trust, leadership, and student achievement (Burns & Carpenter, 2008; DiPaola & Hoy, 2005).

The importance of OCB lies in its contribution to organizational effectiveness. The aggregate of OCBs will promote the effective functioning of the organization (Organ, 1988). P.

M. Podsakoff et al. (2000) noted the following reasons as OCBs' contribution to organizational effectiveness:

(a) OCBs enhance coworker and managerial productivity, (b) free up resources for more productive purposes, (c) reduce the need to devote scarce resources to purely maintenance functions, (d) serve as an effective means of coordinating activities between team members and across work groups, (e) enhance the organization's ability to attract and retain the best people by making it a more attractive place to work, (f) enhance the stability of organizational performance, and (g) and enhance an organization's ability to adapt to environmental changes. (p. 544)

Overall, the existence of OCB among employees is vital to develop efficient and effective organizations. If the school climate promotes a sense of trust, professionalism, justice, fairness, and altruism, the five dimensions of OCB will flourish, leading to organizational productivity. In a workplace where OCBs have been cultivated, the individual sees themselves as a part of the whole and actively participates in the functioning of the organization.

The next component vital to the theoretical framework of the present study was professional development. Hitherto, motivation and OCB have been defined and examined from various perspectives. Next, PD is examined. Examination of this construct is crucial, as Zepeda (2013) emphasized that students' learning depends on teacher learning.

## **PD**

The need for effective PD has been studied in numerous articles and books. One constant finding in the research literature is that notable improvements in education almost never take place in the absence of PD (Guskey, 2000). Hassel (1999) defined PD as a process of improving educational skills and competencies needed to produce outstanding educational results for

students. Teacher PD is the continual improvement of teachers. It means teachers learning how to learn and how they apply their knowledge in practice to support pupil learning (Avalos, 2011). Parallel with studies on students' learning process, PD can follow various pedagogical frameworks. The current study did not focus on the theories behind PD, for that is an expansive, specialized area of study not embedded in the scope of the study. This study focused on the potential of PD opportunities as a means to enhance schools. A review of literature on the role and importance of PD for teachers is provided as follows.

All organizations, including schools, need employees who are innovative and involved. Teachers need to be engaged in activities that keep their knowledge of subject matter, as well as their pedagogical knowledge, recent and valid, since the only goal that should truly matter as the core focus for any school leader is improving student learning (McFarland et al., 2018). PD is a means to promote the effectiveness directly needed for school development. Withall and Wood (1979) noted that participation by teachers in the PD process promotes ownership, commitment, and trust, all of which are important to improving instruction.

In recent years, focus on PD has grown, as literature has suggested that using high-quality PD is one of the most important tools to help teachers in becoming more effective, refining skills they have learned, and developing new skills (Wood & Lease, 1987). Moreover, teacher unions have shifted toward playing a greater role in educational reform (Bascia, 2000; Cowen & Strunk, 2014).

Effective PD in schools necessitates interaction, collaboration, and mediation. These features align with Vygotsky's theory on how learning occurs. It has been noted in recent studies, Shabani (2016), Kozulin (2003), and Kozulin et al. (2003), that Vygotsky's theories on learning can pertain to adults and teachers' professional training. This is because the overall

inherent process in learning and development is essentially the same for both adults and children (Eun, 2008).

For PD to be realized, teachers should participate in social activities and groups. This can take various forms such as internships, workshops, and mentoring. In such activities, “individuals, none of whom qualifies as an expert, can often come together in a collaborative posture and jointly construct a zone of proximal development (ZPD) in which each person contributes something to, and takes something away from, the interaction” (Lantolf & Pavlenko, 1995, p. 110). According to Warford (2011), teacher trainers cannot promote the learning of teachers without awakening their previous knowledge and experiences during the learning process.

It is noteworthy that professional growth does not occur overnight; it is a prolonged and time-consuming process that is realized after several trials and errors (Shabani, 2016). Furthermore, carefully planning is essential to proper PD implementation. The program designer of PD should identify the needs and goals of the teacher trainees so that the less knowledgeable trainees can move up through higher stages of zone of proximal development functioning under the supervision of more knowledgeable trainers (Shabani, 2016).

Effective PD also needs external support and an altruistic social environment. From Vygotsky’s perspective, all learning is a mediated process where guidance is needed from a source of medication. PD must be supported by continued interactions that preserve the support, trust, and social interactions created during the PD. External mediators such as the teaching materials, textbooks, classroom equipment, and internal mediators, as with professional journals, newsletters, and online forums, can significantly affect the teachers’ zone of proximal development progression (Eun, 2008).

Knowles's theory of adult learning holds that adult learners learn best when they know their purpose for learning the material at hand, are allowed to be self-directed, can bring in prior experiences, and realize the need for learning as a vehicle for growth, making the motivations for learning more internal than external (Knowles et al., 2012). Moreover, PD should embody respect; Lave and Wenger (1991) defined communities of practice as groups of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly. Such frequent, mediated, and communicative social interaction will support teacher's PD.

### **Related Studies**

Each component of this study, namely motivational theory, OCB, and PD, have been examined and evaluated in various studies. The relevant literature on each construct is surveyed as follows.

#### ***Teacher Motivation***

Teacher motivation has been frequently scrutinized in recent literature. The reason for the interest may lie in the belief that motivation is needed in order to achieve anything in life; without it, a person would give up at the first sign of adversity (Salifu & Agbenyega, 2013). As Han and Yin (2016) rightfully noted:

A renewed research interest in teachers' motivation to teach and to remain teaching in the past decade has highlighted possible causes of the existing and potential teacher shortages as early teacher attrition, teaching force ageing, imbalance of high demand with less reward, limited career opportunities, less job security and low prestige. (p. 2)

It is critical we understand what motivates teachers and build upon those findings to enrich better the learner's experience as well as the overall productivity of the school organization.

Some studies have been conducted on early teacher motivation with the aim to analyze why people join the field of teaching. Richards (1960) indicated that satisfaction and good preparation for family life were top reasons for entering teaching. Kyriacou and Coulthard (2000) conducted a quantitative study on 298 participants who were undergraduate students studying to become teachers. Their aim was to understand factors influencing their career choice. On the questionnaire, participants had to rate the importance of 20 factors in influencing their choice of career, and then the extent to which they thought teaching as a career offers these factors. Of the participants, 40 were seriously considering teaching and 155 were undecided. The group of students who were seriously considering teaching rated more altruistic factors as their motivation. Namely, “‘a job which gives me responsibility’ and ‘a job where I can contribute to society’” (Kyriacou & Coulthard, 2000, p. 117). Richardson and Watt (2006) surveyed relevant research on teacher motivation and its influence on teachers’ work satisfaction. They compared studies from around the world and categorized preservice teachers’ motivation as three patterns; “‘high-engaged persisters,” “‘low engaged desisters,” and “‘highly engaged switchers” (Richardson & Watt, 2006, p. 156).

Studies on motivation are not restricted to preservice teachers. Alexander et al. (2020) studied the role of motivation on the retention of in-service teachers. In their survey study, one third of the registered teachers in Queensland, Australia was asked to complete a survey covering (a) teacher characteristics, (b) employment opportunities in teaching, (c) career choice and intentions, and (d) motivation and perception factors. Findings revealed that the intrinsic value of teaching as a career, self-perceptions of efficacy were among the top ranked motivation factors for the in-service teachers. Other studies have verified, intrinsic and altruistic motivations, such

as perceptions of the roles and responsibilities of teachers to be crucial for satisfying and enduring career in the classroom in developed countries (Brookhart & Freeman, 1992).

Evaluating the historical development of language learning motivation research since the late '50s, Dörnyei and Ushioda (2011) highlighted two dimensions of teacher motivation: the motivation to teach and the motivation to remain in the profession. Their work concluded that four components are key to teacher motivation, namely, intrinsic motivation, social contextual influences, temporal dimension with emphasis on lifelong commitment, and demotivating factors emanating from negative experiences. Brass (1981) argued that when certain job characteristics are present in an organization, employees are better motivated and an increase in performance is noticeable.

The significant role of the principal is often stated as a key influencer in employee's motivation. As in their book *Organizational Behavior and Management*, Ivancevich et al. (2008) discussed the role of managers in increasing OCB. They also examined individual differences, motivation, stress, and rewards that are factors that impact individual's behavior. They asserted that an employee's perception of how fairly they are treated at work can influence their motivation and OCB. McLaurin and Al Amri (2008) studied transformational leaders and the power of charisma. They asserted that these transformational leaders help their employees to grow their ability and achieve their full potential while inspiring employees to work to benefit the group. Such leadership encourages the followers to achieve much beyond the expected by the use of tools such as empowerment, role modelling, and vision creation (McLaurin & Al Amri, 2008). Correspondingly, Berber et al. (2019) noted that charisma is a specific leadership quality that affects followers; employees perceive it as desirable and, therefore, are willing to follow that leader, sometimes unconditionally.

Packard and Dereshiwsky (1990) reported on the Arizona Career Ladders Pilot-Test Teacher Incentive Program and evaluated teachers in 14 participating districts. Three key areas of organizational effectiveness, specifically, focus factors, critical support factors, and professional networks were evaluated. They noted that adequate professional relations and ties, professional input, teacher evaluation, leadership, and teacher development were among the factors influencing teachers' sense of motivation. Peterson and Ruiz-Quintanilla (2003) studied work motivation as related to cultural socialization. They surveyed employees in the United States, Japan, and Hungary to understand how constructs such as work goals and societal norms reflect on intrinsic motivation. Their findings revealed that social values of the organization were prominent motivators. Mani (2002) examined the perception of motivation among employees at East Carolina University. The quantitative study found that employees' perceptions of the fairness of the system are related to trust and satisfaction, and the working atmosphere and colleagues are influential factors (Mani, 2002). Roth et al. (2001) conducted a study on the relationship between teachers' sense of personal accomplishment and their autonomous motivation with a 132-teacher sample population. The findings showed that teachers' motivation was associated positively with teachers' sense of personal accomplishment and negatively with emotional exhaustion. Other factors found to be influential to employee motivation include teacher personal information and professional variables (Carson & Chase, 2009), a sense of ownership over the teaching materials and classroom organization (Kaiser, 1981), and school-related extrinsic factors (Dörnyei & Ushioda, 2011).

Ayaydın and Tok (2015) studied factors motivating educators in a population of 252 primary school teachers in Turkey. They utilized a screening model to determine teachers' opinions about factors affecting motivation. Their analysis of data obtained by the motivation

scale showed that the most important factors affecting the motivation of primary school teachers are the professional love, the suitability of the class structure for education, the observance of the success of the learners, the safety of the school, and the compatibility of books and curricula. In another Turkish study on 291 educators, Başaran and Orhun-Dedeoğlu (2013) examined teacher motivation using a survey method. Their findings showed that low salary earnings among teachers after graduation does not affect the motivation of preservice teachers. Deniz and Erdener (2020) collected data from 1,270 teachers employed at 87 different school levels using the work motivation scale developed by Pommier to examine whether teachers' work motivations differ according to some variables. The study found that teachers' work motivation did not show a significant difference according to gender and seniority.

Studies on teacher motivation on the global scale have also grown in prominence in recent years. In a cross-cultural study, preservice teachers from Australia, Germany, and Norway were studied and no difference in motivation to teach was found as a result of contextual country features (Watt et al., 2012). Baleghizadeh and Gordani (2012) studied the relationship between quality of work life and teacher motivation among English as a Foreign Language teachers in Iran. They surveyed 160 secondary school teachers followed by interviews with 30 participants who were randomly selected. The study utilized a questionnaire developed by Noe et al. (1990) as well as a quality-of-life questionnaire created by Walton (1973). The first questionnaire included three major subscales, namely career insight (eight items), career identity (five items), and career resilience (13 items). Walton's (1973) questionnaire examined teachers' quality of life using 29 items. Subscales for this survey were: (a) adequate and fair compensation, (b) safe and healthy working conditions, (c) chance of growth, (d) constitutionalism in the work organization, (e) the social relevance of work life, (f) total life space, (g) social integration in the work

organization, and (h) human progress capabilities. Findings showed that the quality of work is a key contributor to motivation. More specifically, Baleghizadeh and Gordani (2012) concluded that a combination of factors, namely, work conditions, chance of growth, social integration in the organization, and the use and development of capacities significantly improve career motivation.

The importance of growth opportunities and human dignity were found in Karavas's (2010) study where he studied Greek English as a Foreign Language teachers and found that some teachers reported demotivation and stress were linked to students' low level of learning motivation and work conditions. Gupta and Gehlawat (2013) compared job satisfaction and work motivation on a sample population of 400 secondary school teachers working in India. In this study, "organizational commitment was treated as dependent variable and the independent variables comprised of job satisfaction, type of schools and teaching experience. For the purpose of investigation, normative survey method was employed" (Gupta & Gehlawat, 2013, p. 10). Their data concluded that job satisfaction and work motivation of teachers who work in private schools are higher than teachers who are employed in public schools. Moreover, female teachers had higher work motivation and less experienced teachers' job satisfaction appeared to be higher than teachers who have more experience. Gupta and Gehlawat (2013) concluded that teachers need to be empowered by giving autonomy and noted, "Fairness in school policies affects job satisfaction and work motivation positively; this suggests the utility of the principals to explain and discuss these policies to the teachers, emphasizing and catching attention towards their fairness" (p.18).

***OCB***

OCB is a multifaceted term that embodies the sense of cooperation and contribution to an organization beyond expectations. Although research has found OCB highly important, definitions of OCB vary among scholars. DiPaola et al. (2007) defined it as “beneficial behavior of workers that was not prescribed but occurred freely to help others achieve the task at hand” (p. 320). P. M. Podsakoff et al. (2000) believed that OCB is the combination of behaviors that emphasize the interests of the group and organization on individual interests. Aly et al. (2016) recognized OCB as all behaviors that are not considered in appreciation or judgment but are targeted to benefit the organization as a whole or within a certain department.

Numerous studies have been conducted to understand better OCB and its effects on the efficiency and productivity of the workplace. Often OCB is studied in relation to other variables. Research conducted by Pashib et al. (2015) studied the relationship between organizational culture and OCB university staff, and found a relationship between organizational culture and OCB among university professors. Chiu and Chen (2005) reviewed several empirical studies on OCB and concluded that there exists a positive relationship between job characteristics and OCB. Based on their findings, they suggested managers and leaders should enrich jobs by increasing job variety and enhancing intrinsic job satisfaction by making tasks more meaningful and challenging.

Dussault (2006) conducted a quantitative study on a population of 487 French-Canadian high school teachers using the French-Canadian version of the Teacher Efficacy Scale and a specifically designed OCB questionnaire. The results revealed positive correlations between teachers’ personal teaching efficacy and OCB such as altruism, courtesy, conscientiousness, and civic virtue. Wright and Sablinski (2008) conducted a study “designed to clarify the influence of

two commonly cited antecedents to organizational citizenship behavior: procedural justice and mood” (p. 12). The population consisted of 112 undergraduate psychology majors who participated in their laboratory experiment. The two factors were manipulated, and participants were given the chance to engage in extra behaviors, a sign of OCB. Results showed a causal relationship between procedural justice and behavior, but mood did not make a difference. The notion that mood does not make a difference in OCBs was inconsistent with prior research. However, demographic variables such as organizational tenure and gender have not been found to relate to OCBs (P. M. Podsakoff et al., 2000).

A number of studies (Cohen-Charash & Spector, 2001; Organ & Paine, 1999; P. M. Podsakoff et al., 2000) have pointed to the perception of organizational justice as a predictors of OCB organizational justice. Farooqui (2012) conducted an explanatory study investigating OCB among 114 faculty members at universities of Lahore, Pakistan. Findings showed that organizational climate was significantly related to OCB. A study of OCBs among correctional staff in a correctional facility indicated that enhancing organizational commitment and reducing job stress may promote a positive work environment, including OCBs (Lambert et al., 2008). The influence of work environment variables and individual-level characteristics on OCB were examined. The results revealed that OCB is affected by organizational commitment. Bauer et al. (2018) studied the relationship between demands of OCB and counterproductive work behavior. They found that the demands for OCBs are antecedents to future displays of OCBs and counterproductive work behaviors.

OCB has also grown prominent as a key factor in educational management. Researchers have found that teachers’ citizenship behavior positively predicted students’ academic achievement (Allison et al., 2001; Khalid et al., 2010). In their 2010 study, Khalid et al. studied

219 undergraduate students enrolled in a local university in Malaysia. Participants were asked to rank the overall OCB among their lecturers using a questionnaire method. The administered survey included five dimensions of OCB as developed by P.M. Podsakoff and MacKenzie (1994). The dependent variable of the study was students' GPA as an indicator of their academic success. Findings revealed that among the five dimensions of OCB, "only lecturers' altruism and courtesy were significant predictors for students' academic achievement" (Khalid et al., 2010, p. 68). It has been assumed that the lack of relationship among the three other OCB dimensions is related to the fact that altruism and courtesy benefit specific individuals, while sportsmanship, conscientiousness, and civic virtue, the other dimensions, will mainly benefit the organization as a whole (Williams & Anderson, 1991).

To illustrate further OCB's importance, DiPaola and Tschannen-Moran (2001) pointed out that the investigation of OCB in schools remains scarce despite their belief that a greater understanding of the construct can make important contributions toward improving school and teacher efficacy. Srivastava and Madan (2016) explored the relationships among perceived organizational support, procedural justice, and communication on organizational trust and their impact on OCB. Among the 303 employees from service sectors who participated in the study, findings showed that organizational trust is positively associated with all dimensions of OCB.

In his book, *The Global Achievement Gap*, Wagner (2008) discussed what skills are needed in a globalized era and noted that schools must transformed to cultivate tomorrow's skills. He reviewed the relationship between academic optimism and OCB and concluded that the effects of OCB on student achievement were likely "masked by dominant effects of academic optimism" (p. 100). Although, Organ (1988) defined five dimensions for OCB, DiPaola and Tschannen-Moran (2001) studied OCB in schools and concluded that only one dimension may

exist because all actions act together as a single, bipolar construct. On the contrary, P. M. Podsakoff et al. (2000) showed that there were 30 potentially different forms that constitute citizenship behavior.

Empirical studies on the OCB of teachers have been conducted across the global. In a Turkish study of OCB among primary school teachers, Yilmaz and Tasdan (2009) examined the relationships among variables of gender, field of study, seniority, OCB, and organizational justice. Their quantitative study utilized two instruments: the OCB Scale for Schools and the Organizational Justice Scale. Findings revealed that teachers had positive perceptions regarding organizational citizenship and organizational justice. They also noted that teachers' OCB did not vary according to other factors, namely, gender, field of study, and seniority. Zeinabadi (2010) conducted a study on 652 teachers in Tehran, Iran to examine the casual relationships among job satisfaction, organizational commitment, and OCBs. The study used three questionnaires, the OCB scale, the Minnesota Satisfaction Questionnaire, and the Organizational Commitment Questionnaire. Results showed intrinsic job satisfaction is a dominant variable that influences OCB.

Yaylaci's (2004) research on primary school teachers in Turkey found that school administrators only occasionally displayed OCB. Somech and Ron (2007) studied OCB by collecting data of 104 teachers in eight elementary schools in northern Israel. They particularly focused on the impact of individual characteristics and organizational characteristic on OCB. A mixed models analysis demonstrated, "Perceived supervisor support and collectivism were positively related to OCB, whereas a negative relation was found between negative affectivity and OCB" (p. 38). In another widespread quantitative study on a sample of 983 teachers in middle schools and high schools in Israel, Bogler and Somech (2005) examined the relationships

among organizational commitment, participation in decision making, and OCB. Results showed that teacher participation and organization commitment both positively associated with OCB.

### *PD*

Teacher PD is critical because, if effective, it can influence teachers' learning, the method and practice of teaching, and student learning (Loucks-Horsley & Matsumoto, 1999). The literature suggested that PD is closely connected with strong instructional leadership (Wood & Lease, 1987) and that "one rarely finds an effective school without an effective leader" (Sergiovanni, 1986, p. 7). Licklider (1997) stated that PD has the greatest impact when the emphasis is on changing teaching behaviors. It has also been noted that teachers' professional knowledge and skills can be developed through PD and in-service programs to achieve successful student outcomes (King & Newmann, 2000).

Ingvarson et al. (2005) examined the effects and features of PD programs on teachers' efficacy following their participation in at least one activity undertaken through the Australian Government Quality Teacher Program. Included in their survey study were 3,250 teachers and surveys were conducted at least 3 months after participation to provide them the opportunity to gauge the impact of the program on their practice. Results showed teachers had felt direct effects were found for impact of (a) content focus, (b) active learning, and (c) the professional community. However, feedback was rarely incorporated into program design and led to teachers' dissatisfaction. The researchers concluded that schools that see the most success with PD programs offer "fertile ground for professional learning on an ongoing basis and as a routine part of the job" (p. 17).

It has been noted that PD must become an integral part of the school's climate. Change must be endorsed through acts and PD should be in small, incremental steps, which will not have

a huge and significant impact immediately, but will lead to change over time and provide the scaffolding of support needed by teachers (McFarland et al., 2018). Fullan (1991) examined an array of new policies being implicated in the United States regarding teachers' PD in his book *The New Meaning of Educational Change*. He asserted that teachers are frequently aloof toward PD since they do not see significant changes in their classrooms (Fullan, 1991). Siko and Hess (2014) reported on a format of teacher PD that they described as a win-win situation for the stakeholders. They asserted that in order to create a successful PD program, educators should engage in a collaborative effort with a local university with courses geared toward the specific needs of teachers. They noted that teachers are demotivated toward most development opportunities because they do not see the purpose in the training and have no time to bring in their prior experiences. It is contended that teachers have no time to practice, let alone reflect and discuss with their peers.

To overcome these constraints, various suggestions have been given to facilitate and improve PD. Licklider (1997) stated that PD has the greatest impact when the emphasis is on changing teaching behaviors that affect student performance, the skills learned can be practiced and applied in the classroom, and the content is research based and skill specific. The idea of practice demands revisiting the content several times; therefore, most single-event PD sessions are poor by design. Ingvarson et al. (2005) found that effective PD leads to reflective and collaborative teaching practice, which in turn gives teachers time to try new things. Time needs to be allocated for instruction, practice, reflection, discussion, and feedback, thereby making structural design one of the pillars of PD.

Online PD and blended learning environments have grown in popularity, as no significant differences in teacher learning or performance, or student performance, are seen compared to

face-to-face training (Fisher et al., 2010; Walker et al., 2008). Such programs provide a means for PD that translated into practice while also meeting cost, convenience, and recertification (Siko & Hess, 2014).

As evident from the literature review on teacher motivation, OCB, and PD, each element plays a significant role in the efficacy of the employee and the effectiveness of the organization. No studies, to the researcher's knowledge, have analyzed PD as an impactful factor on OCB and motivation. Each construct has been examined and correlated against other variables, such as job satisfaction and leadership style, but never has the correlation of these factors on each other been studied. Moreover, the present study examined OCB and motivation among expat teachers in Shanghai, China. While research has been conducted across the globe, this study adds to the present body of literature by examining a new, unique sample population of educators.

### **Methodological Framework**

This study used a qualitative case study approach to study the role of PD on teachers' motivation and OCB. A qualitative approach merged with descriptive analysis obtained from data strived to understand a phenomenon as a whole. The field of mixed methods has been described as "entering into its adolescence" (Tashakkori & Teddlie, 2003, p. 3). Schiazza (2013) studied the use of mixed methods in integrated data analysis and asserted that the purpose of using both methods, qualitative and quantitative, is to produce a better understanding of a social phenomenon.

Nine substantive purposes for the use of mixed methods have been defined (Tashakkori & Teddlie, 2003). Expansion is one of the common mixed-method purposes for program evaluation studies that Greene et al. (1989) defined as seeking the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one

method with questions or results from the other method. Within this purpose, quantitative methods are used to assess program outcomes and qualitative methods used to assess program implementation (Greene, 2007; Greene et al., 1989).

Multiple definitions of mixed-methods methodology are available. Creswell and Plano Clark (2011) believed that a mixed-method approach involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. Fisher et al. (2010) asserted that mixed-method methodology focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Greene (2007) stated that the use of qualitative and quantitative methods within a study is guided by a mixed methods way of thinking. Schiazza (2013) believed the orientation of mixed-methods research leverages the equality of different perspectives by mixing, or integrating, qualitative and quantitative methods and perspectives throughout the research process.

Creswell and Plano Clark (2011) described four principles that researchers should consider as they design their mixed-methods studies: fixed or emerging designs, typology-based or dynamic approach, match the design to their research problem, and articulate reasoning for the use of mixing methods. For the current study, each of the four principles have been scrutinized. The study had a fixed method, as was decided prior to initiating research. It was a typology-based approach; the methods aligned with the problem, which scrutinized the abstract concepts of motivation and OCB. A prime reason for selecting the qualitative case study with descriptive statistics as the main approach is the multifaceted realm of the study's variables.

Furthermore, in order to merge quantitative and qualitative data in an inductive qualitative research, the present study had an explanatory sequential design. In this design, "The

researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research” (Creswell, 2014, p. 15). The qualitative data gathered were used to supplement and further explain the quantitative data provided in the research study (Creswell, 2014). The collected data were analyzed using frequency distribution analysis and the identification of reoccurring themes in the interview transcripts.

The current research was also a case study on a defined population. It studied the sense of motivation and OCB among expat teachers employed at two international kindergartens in Shanghai, China. Bromley (1986) noted that all case study research starts the desire to derive an up-close or otherwise in-depth understanding of a single or small number of cases, set in their real-world contexts. Yin (2009) stated that case study research is “an empirical inquiry about a contemporary phenomenon (e.g., a ‘case’), set within its real-world context—especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009, p. 13). Case studies have also been defined as “an examination of a specific phenomenon such as a program, an event, a person, an institution, or a social group” (Merriam, 1988, p.9).

Overall, case studies allow for inductive investigation and aid with the understanding of a phenomenon, as they place emphasis on the processes and descriptive data (Merriam & Tisdell, 2016). In addition, case studies help to answer how something occurs in a particular setting among specific individuals (Maxwell, 2013) This approach is appropriate for studies on teachers because it allows specific observation of the teachers’ beliefs and practices.

Since this study was focused on teachers, it was essential a methodology be selected that allowed astute observations. A qualitative case study design was well suited to examine comprehensive teacher evaluation as a key element of school improvement and reform (Rossman & Rallis, 1998) because it focuses on details and complexities while using a range of sources to

obtain multiple perspectives. A qualitative case study design with descriptive statistics has also been noted as well suited to examine comprehensive teacher evaluation as a key element of school improvement and reform, since it captures various aspects of the profession (Rossman & Rallis, 1998).

By using an explanatory sequential design format, this case study employed inductive and deductive reasoning based on interviews and survey data to understand how teachers are motivated and how their sense of motivation and their OCB can be enhanced through PD opportunities.

### **Summary**

The significance of the role of the teacher in the effectiveness of schools and the achievements of students makes it critical for school leaders to be aware of the concepts of motivation and OCB. Moreover, a climate of learning and individual growth mindsets are essential to teacher and school development. Hence, PD is included in various stages of teacher training and hiring. Its magnitude is also frequently recorded. A review of the literature on the three constructs of this study, namely, motivation, OCB, and PD, has revealed the unique nature of each element.

Motivation was surveyed through the lens of three leading theories. Maslow's hierarchy of needs presented motivation as a higher-order need. In this perspective, motivation coexists with a sense of belonging and security. Self-actualization, the fifth and final level of the pyramid, is also noted as one's desire to grow and develop as their sense of motivation. From Herzberg's perspective, motivation is viewed as originating from two sources: intrinsic and extrinsic. Here motivation is acknowledged as the creation of factors, such as work conditions or salary, which exist within or around the individual. Third, Deci and Ryan's self-determination theory asserted

the psychological needs of competence, relatedness, and autonomy. It was noted that motivation is the creation of the varied sum but definite coexistence of the aforementioned needs.

In addition, the literature review included the construct of OCB. It was found to correlate greatly to organizational functioning (Motowidlo & Van Scotter, 1994) and teachers' OCB was noted as a predictor of students' academic achievement (Allison et al., 2001; Khalid et al., 2010). OCB was found to be in correlation with organizational justice, bureaucratic organizational structure, leadership styles, and organizational commitment. However, it was noted to be unrelated to demographic variables, gender and seniority. It is worthy of mention that a positive correlation between OCB and teachers' participation in school decisions, such as development opportunities, was found (Bogler & Somech, 2005).

A review of PD as an organizational element and resource signified its importance as an integral part of a school's climate. PD was noted to embody the potential of school success (Ingvarson et al., 2005). The literature highlighted a need for teacher involvement and reflection as well as a collaborative nature (Ingvarson et al., 2005) to be deemed as effective. The dangers of ineffective, poorly planned, and irrelevant PD were projected as well.

Although the literature on motivation, OCB, and PD in schools is fairly abundant, the role that PD can play in increasing the other two factors is nonexistent. In line with the existent theories and studies, this study examined PD as a construct that can lead to the school efficiency through a boost of OCB and motivation in teachers.

### **Chapter 3**

#### **Methodology**

The focus of this chapter is to explain the methodology that was utilized to answer the study's research questions regarding the impact of PD on teacher motivation and OCB. Teacher motivation as an essential component that enhances classroom effectiveness (Carson & Chase, 2009) and OCB, which has been noted as crucial in creating a positive school climate where teachers and students both flourish (Cooper, 2010), was examined in this study. The final constructs of the present research, PD, which has been noted as having the greatest impact when the emphasis is on changing teaching behaviors (Licklider, 1997), were also fundamental the study's findings.

This chapter begins with a description of the methodology. The subsequent section of the chapter discusses the design of the study. A detailed description of the sample and population are presented in the following section. Then, the study's instruments and protocol for data collection are discussed. The final part of this chapter offers a summary to the study's methodology.

#### **Description of Methodology**

The aim of this study was to understand how PD opportunities can impact teachers' sense of motivation and their OCB. To understand the role that PD can play in increasing teachers' sense of motivation and OCB, qualitative and quantitative tools were used. Participants completed a survey to assess their sense of motivation and their OCB. Then, PD was offered to the participants followed by a second round of surveys. Individual interviews were conducted once, before or after participation in the PD, to understand better the factors influencing their sense of motivation. Through the consolidation of the data gathered from the qualitative and quantitative sources, the findings were analyzed.

The utilization of a qualitative case study with descriptive statistics was selected based on the advantages of such a methodology. Combining both inductive and deductive methods allowed the researcher to view the phenomena from various perspectives without bias. Inductive analysis has been noted as the “process of coding the data without trying to fit it into a pre-existing coding frame, or the researcher’s analytic preconceptions. In this sense, this form of thematic analysis is data-driven” (Braun & Clarke, 2008, p. 83). Moreover, deductive analysis, also known as the top-down approach, focusses on gathering facts based on a perspective that operates from a general to some specific supported deductions (Collis & Hussey, 2003). The data obtained from the quantitative survey findings, thus, offered insight into a prescribed hypothesis and the merging of these two approaches strengthen the findings of this study.

The purpose of mixing research methods has been described as providing a better understanding of a phenomenon (Schiazza, 2013). Fifteen classifications of such merged designs have been stipulated by scholars throughout the years. Each classification examines the nature and approach of the study. Moreover, each classification aims to define the method and purpose behind utilizing a mixed-method approach. Caracelli and Greene (1993) asserted four integrated designs exist within the mixed-methods approach; these are categorized as iterative, embedded, holistic, and transformative. The embedded design is a mixed-methods approach where the researcher combines the collection and analysis of both quantitative and qualitative data within a traditional quantitative research design or qualitative research design (Caracelli & Greene, 1993; Greene, 2007).

Some mixed-method studies embed a qualitative strand within quantitative studies to support aspects of the experimental design (Creswell et al., 2009). The present study used inductive and deductive reasoning based on interviews and survey data to understand best the

phenomena of motivation and OCB. Descriptive statistics alone would not provide a deep insight into the causes of teachers' sense of motivation or demotivation. Similarly, thematic analysis, a type of qualitative research, would not have offered statistical understanding of the issue particularly as it exists among a cohort of teachers employed at the same organization. To this end, an embedded mixed method was applied. As Schiazza (2013) noted a key benefit of the complementary use of qualitative and quantitative methods lies in the realization that quantitative results could easily be misinterpreted if it were not for the complementary qualitative data.

In conjunction with having an embedded approach, the present study utilized a case study approach. Merriam (1988) defined a case study as "an examination of a specific phenomenon such as a program, an event, a person, an institution, or a social group" (p. 9). Case studies have been noted to allow inductive investigation and aid with the understanding of a phenomenon, as they place emphasis on the processes and descriptive data (Merriam & Tisdell, 2016). Philosophical assumptions that guide the direction of the collection and analysis of data are existent in phases throughout the research process (Creswell & Plano Clark, 2011).

The inductive portion of the present study utilized the thematic analysis method proposed by Braun and Clarke (2008). The qualitative case study approach is incredibly complex and diverse (Holloway & Todres, 2003); thus, a systematic method to analyze the qualitative data is essential. Thematic analysis is a flexible method for identifying, analyzing, and reporting patterns (themes) within data. This method offers a way for analysis that is theoretically and methodologically sound (Braun & Clarke, 2008). Overall, thematic analysis seeks to describe patterns across qualitative data and examine the ways in which events, realities, meanings, and experiences are the effects of a range of discourses (Braun & Clarke, 2008).

The phases of thematic analysis, the inductive portion of this study, were conducted as

prescribed by Braun and Clarke (2008). First, the data were transcribed and the researcher familiarized herself with the data. Next, initial codes were created in a systematic fashion, based on the data relevance, and codes were collated in search of themes. Then, the themes were reviewed, defined, and refined in an ongoing analysis. The final opportunity for analysis was used to produce the report and relate the analysis to the research questions.

Case studies offer a unique sense of depth to a study because they focus on the existence of occurrences within a specified group. The case study perspective allows scholars to uncover the significant factors influencing interactions, that are explicitly evident in a location rather than studying constructs in an unidentified vacuum. In this study, a case study approach allowed in-depth examination of the factors, actions, and reactions existent within two children's education institutions in China. The case study provided insight regarding the impact PD opportunities can have on the OCB and motivation of the expatriated teachers employed there. Utilizing the case study approach enabled the researcher to understand better the experiences and perspectives from participants who play roles within the school dynamic. Merriam (1988) explained how case studies illuminate meanings that expands its readers' experiences: "These insights can be construed as tentative hypotheses that help structure future research; hence, case study plays an important role in advancing a field's knowledge base" (p. 32).

The present case study also embraced a phenomenological perspective to guide the conduct of the study. A phenomenological perspective is an approach based on a paradigm of personal knowledge and subjectivity where personal perspective and interpretation are emphasized (Lester, 1999). Phenomenological approaches are good at surfacing deep issues and making voices heard (Lester, 1999). Overall, phenomenology explores how human beings "make

sense of experience and transform experience into consciousness, both individually and as shared meaning” (Patton, 2002, p. 35).

It was determined from the findings of this study what teachers feel about PD and more important, how this feeling relates to their sense of motivation and their OCB. The acquisition of such information required interviews and discussions to gain awareness into how the participants feel and why. Such a study investigates the lived experience as opposed to secondhand experience (Patton, 2002). It is noteworthy that this study was not a phenomenology per se; however, selecting a phenomenological framework guided the interpretation of the data. The intent was to understand fully the participants’ perspective, as it provided invaluable to understanding teacher motivation and OCB as it relates to the existence of PD opportunities. Overall, the amalgamation of the embedded mixed-methods approach and the case study format aided the understanding of the phenomena of teacher motivation and OCB.

### **Design of the Study**

This study was a qualitative case study with descriptive statistics, which studied the sense of motivation and OCB of a defined population of expatriated teachers employed at two international kindergartens in Shanghai, China. The overarching purpose for this study was to investigate what motivates teachers and what might positively impact their OCB. Moreover, the aim of this study was to understand better how collaborative PD opportunities could impact the aforementioned constructs, motivation, and OCB. To understand thoroughly these elements and best understand the role of PD on the cohort of teachers, this study was divided into two phases. Each phase is described in the sections below.

***Phase I***

Phase I of this dissertation study was the administering of surveys on sense of motivation and OCB. Permission to use a modified version of the surveys, namely the Work Tasks Motivation Scale for Teachers created by Fernet et al. (2008) and Sharma and Jain's (2014) OCB survey were obtained from the original authors. Participants were asked to complete the surveys after approval of the dissertation committee and Institutional Review Board committee. The researcher had obtained permission from the schools' administrators to administer the surveys during a staff meeting. Participants were assured of the confidentiality of the findings and signed informed consent letters. Moreover, participants were reassured that only general findings, not individual's responses, would be reported to the school leadership team.

In the initial phase, participants were asked if they were willing to be interviewed for further discussions on their sense of motivation and OCB. Those who provided an email address were interviewed by the researcher. The purpose of the interviews was to find recurring themes that were contributing to the motivation and demotivation of the teachers.

***Between Phase I and II***

Following the completion of Phase I, the participants were given a list, posted through a group social media account, of the PD activities available as part of the study. Two types of PD were offered: prerecorded webinars and live presentations. The webinars were from an American early childhood company that offers free, on-demand webinars on various topics for educators and parents. The two speakers generously offered their time and experience in service of this particular study. The first talk, titled *Questions and Answers on Early Childhood Intervention*, was presented by Dr. Scott Mesh and the second, titled *Principles of Design for Early Childhood Classrooms*, was presented by Dr. Sandra Duncan. Both of the talks were conducted live via the

application Zoom. Participants were requested to participate in at least one of the webinars and one of the talks. However, they were able to participate in as many more as they liked.

### ***Phase II***

Phase II of this study was conducted following the administration of the PD opportunities. To provide more insight into if and how the PD had impacted the participants, they were asked to take the surveys administered in Phase I again. Such posttesting offered the researcher data to compare accurately any changes in the type of motivation and the sense of OCB that might have occurred as a result of participation in the PD. Understanding such changes will be beneficial to future PD planning and administration. In Phase II, interviews were conducted with the remaining interview volunteers who had not yet been interviewed. Once again, the researcher strived to engage the participants in conversations that would showcase their sense of belonging, dedication, responsibility, and commitment related to motivation and OCB.

### **Sample and Population**

Using a qualitative case study with descriptive statistics, this case study studied the motivation and OCB among a finite population employed at the two international kindergartens. The researcher had a predetermined sample that was accessible as a result of her employment in the same city. Thus, quota sampling, which is a type of purposive sampling where agreement on a specific feature is necessary, was employed (Etikan & Bala, 2017). Participants were selected with the shared attribute of the members of the population being employed at international kindergartens. The teacher population under study worked with young learners ages 2 to 6. The role that PD could play in enriching the teachers' sense of motivation and their OCB was evaluated through the use of surveys and interviews.

### **Instrumentation and Protocol for Data Collection**

In this research both quantitative and qualitative data were collected and analyzed to offer more in-depth findings as recommended by various scholars (Butin, 2010; Creswell, 2014; Lunenburg & Irby, 2008; Maxwell, 2013; Patton, 2015). Two types of tools were used to obtain data regarding the participants' motivation and OCB: surveys and interviews. The surveys were the quantitative data collection instrument and the interviews were the qualitative data collection instrument. The obtained data were stored securely on a password protected personal computer to which no one other than the researcher had access. The completed surveys were also stored in a personal, locked cabinet.

The survey test tool included two questionnaires. The teacher motivation survey was a customized version of the Work Tasks Motivation Scale for Teachers created by Fernet et al. (2008). The survey contained 60 statements that participants rated on a Likert scale of 1 to 5. The statements were categorized into four main areas of teacher motivation, namely, class preparation, teaching, administrative tasks, and complementary tasks. The statements were analyzed using frequency distribution of each of the five types of motivation and assessed the teachers' overall sense of motivation toward various aspects of their profession.

The second surveys assessed OCB using 36 statements assessed on a Likert scale of 1 to 5. This questionnaire was adapted from Sharma and Jain's (2014) study measuring OCB in the manufacturing sector. Based on Organ's (1988) and P. M. Podsakoff and MacKenzie's (1994) work, the survey developed a reliable and valid scale for measuring OCB (Sharma & Jain, 2014). The statements within the survey fell into four broad categories of OCB. These were altruism, organizational compliance, sportsmanship, and loyalty. A paper-pencil format was used for all the surveys because of the potential lack of devices and to simplify and expediate the process.

The qualitative test tool that was utilized in this study was semistructured interviews. This tool was chosen because interviews “are a seemingly concrete and simple means for collecting key data from relevant individuals in an effective and controlled manner” (Butin, 2010, p. 96). The researcher interviewed participants on a voluntary basis to understand better their sense of OCB and motivation. The participants’ feedback and reflection on how PD opportunities, such as those offered in the study, impacted their sense of motivation and OCB-related factors such as civic virtue and altruism were analyzed. The interview transcripts were examined for codes that exemplified elements that positively or negatively influenced participants’ sense of motivation and OCB. The interview questions that were used in the qualitative portion are listed below in Table 1.

**Table 1**

*Qualitative Portion Questions*

	Interview Questions	Inquiry Area
1	Do you feel your organization has contributed to your motivation? How?	Opinion on the whole organization as a motivating factor
2	Do you frequently go beyond the call of duty? Please explain.	Self-reflection of OCB (implicit)
3	What is your overall view about the methods the school uses to motivate teachers?	How motivating is the workplace
4	Do you feel the organization values your contribution and efforts?	Being valued as a motivating factor

(continued)

Interview Questions	Inquiry Area
5 How effective to you feel as an educator here?	Role of self-efficacy in motivation and OCB
6 Are you satisfied with the PD and collaborative opportunities the school offers teachers?	Opinion of available PD opportunities
7 What could the school do to better meet your needs and motivate you and fellow teachers?	Role of organization in motivating individuals and fostering OCB
8 Overall, are you satisfied working here? Why?	Job satisfaction as a subcategory of motivation
9 Do you feel more motivation after partaking in the PD?	Role of PD on motivation

**Reliability**

The reliability of an instrument lies in its capability to produce reliable and coherent results. There are external and internal consistency procedures for determining reliability. Reliability has been defined as a measurement’s ability, over a variety of conditions, to be repeated and obtain the same results (Nunnally, 1978). The surveys that were used in this research were assessed by the internal consistency procedure for measuring reliability. To further the consistency and reliability of this study, peer review and debriefing to validate the trustworthiness of the data occurred as advised by Glesne (2006), who recommended, “peer review and debriefing” and “external audit” as a means to extend the opportunity for validating data analysis (p. 167).

The reliability of the questionnaires used for the study was established using a test–retest method. Both the teacher motivation survey and OCB questionnaire were administered twice to the same group of participants. Moreover, to ensure reliability, a clear audit trail that “describes in detail how data were collected, how categories were derived, and how decisions were made throughout the inquiry” was created by the researcher (Merriam, 2009, p. 223).

### **Validity**

In research, validity refers to “the question of how research findings match reality” (Merriam, 2009, p. 213). Colton and Covert (2007) defined a type of validity as face validity that refers to “the degree to which an instrument appears to be an appropriate measure for obtaining the desired information, particularly from the perspective of a potential respondent” (p. 66). To establish face validity, three qualified researchers and educators, the university dissertation committee, read through the final instruments before they were administered. Suggested changes were implemented before use with participants. The committee members’ feedback and insight also established high content validity for the motivation and OCB survey, as they determined and verified the direct applicability of the questionnaire statements to the study’s key constructs of teacher motivation and their OCB.

### **Data Analysis Procedure**

Since surveys are adaptable and ubiquitous, they are practical for collecting quantitative data (Muijs, 2011). The researcher used statistical analyses, which has been noted to help draw more valid conclusions (Lunenburg & Irby, 2008). Moreover, frequency distribution counts and percentages were calculated for each Likert-scale question on each of the motivation and OCB surveys (Muijs, 2011).

The second portion of the data analysis of this study was scrutiny of the interview findings. First, the interviews with participants were digitally recorded and transcribed verbatim into text. Then, the reoccurring themes in the interview transcripts were located and coded. Coding the data allowed significant patterns to emerge in the complex and messy data sets (Patton, 2015). The coding corresponded with signs of OCB and motivation as higher-level needs, as defined by Maslow. The analysis was systematic, since as Lunenburg and Irby (2008) asserted, "Careful, systematic attention to analysis of qualitative data is required of the serious qualitative researcher" (p. 201).

Thematic analysis has been noted as a poorly defined, yet widely used qualitative analytic method (Boyatzis, 1998). The type of analysis of this portion was inductive-deductive analysis. Inductive content analysis is a process of coding data without trying to fit it into a preexisting coding frame, or the researcher's analytic preconceptions. This form of thematic analysis is data driven (Braun & Clarke, 2008).

### **Summary**

The study was a qualitative case study with descriptive statistics that studied motivation and OCB on a participant population of expatriated teachers working at two specified schools in Shanghai, China. The study used quantitative and qualitative data to answer two research questions.

1. How can PD programs motivate teachers?
2. How can OCB be increased through PD?

The participants in the study were early years educators working in international kindergartens in Shanghai, China. The study was designed and conducted in two phases. The first phase consisted of two questionnaires assessing participants' motivation and OCB. The

second phase was a replicate of the first phase and reassessed participants' sense of motivation and OCB. PD was offered between the two phases. Interviews were conducted with participants on a volunteer basis to form the qualitative portion of the study.

The data analysis for this study included frequency distributions for each factor on the questionnaires. Descriptive statistics were formed using deductive reasoning on the survey data. For deeper understanding, the researcher used open-ended questions to guide the confidential interviews. The qualitative findings, which were obtained from the interviews, were analyzed using the thematic analysis framework set forth by Braun and Clarke (2008). Codes were found in the interview transcripts and examined to reveal repeating, relevant themes. The discoveries of both the quantitative and qualitative portions of the study were examined and correlated to arrive at the study's final verdict. Chapter 4 is a presentation of the collected data and its analysis.

## **Chapter 4**

### **Findings and Analysis**

The purpose of this study was to explore the role PD opportunities can have in increasing teachers' sense of motivation and their OCB. This study was conducted on a predetermined population of 28 educators who completed surveys on work motivation and OCB, prior to and after participating in two relevant PD opportunities. Participants were also interviewed confidentially to discuss their perspectives and desires about their work motivation and sense of belonging and ownership. A qualitative case study approach complemented with descriptive analysis was used to determine the findings. The data consisted of qualitative data collected from interviews and the descriptive analysis was obtained from quantitative data.

This study was guided by two primary research questions:

1. How can PD programs motivate teachers?
2. How can OCB be increased through PD?

The researcher collected data in two phases. In each phase, quantitative data were collected using two questionnaires, with a total of 96 Likert items. For the qualitative data, participants who volunteered by providing their contact information in the survey tool were contacted for private, semistructured interviews. This chapter reviews the descriptive analysis and thematic analysis of the quantitative and qualitative data, respectively.

#### **Participant Demographics**

Twenty-eight teachers from two schools across four campuses participated in the study. After obtaining permission from the schools, the researcher sent confidential envelopes for each teacher at each school. The total number of envelopes sent was 40. Thirty participants responded, which resulted in a response rate of 75%. It is noteworthy, that two teachers completed Phase I,

and presumably the PD, but questionnaires were not completed in the second round. Thus, they were removed from the participant population of this study.

### **Overview of Findings**

The following portion discusses the findings of the case study conducted to understand better the role of PD on teachers' motivation and their sense of OCB. The findings belong to two modes of investigation: quantitative and qualitative. The quantitative findings, obtained from two phases of questionnaires, are expressed using descriptive statistics and the qualitative findings are expressed through thematic analysis.

### **Quantitative Findings**

Each participant was asked to complete two questionnaires prior to participating in the PD opportunities and to complete the same questionnaires upon completion of the PD. Participants were given 3 weeks to complete the first round of questionnaires, 1 month to complete the PD, and 3 weeks to complete the final round of questionnaires.

Once the questionnaires were returned to the researcher, results were organized into an Excel spreadsheet. The researcher conducted an exploratory analysis by reading over the results several times to make sense of the numerical data. Each of the questionnaires had subcategories that were analyzed separately to provide deeper understanding. The descriptive analysis for each of the questionnaires and its subcategories is provided in the following sections.

#### ***Motivation Survey Descriptive Analysis***

The instrument that was used to measure teachers' motivation was a shortened version of the Work Tasks Motivation Scale for Teachers created by Fernet et al. (2008). The survey was organized into four main areas of teacher motivation: class preparation, teaching, administrative tasks, and complementary tasks. For each portion, participants were asked: Why are you

engaging in this task? The 15 statements that followed were representative of five motivational constructs. Participants were asked to rate the correspondence of each statement to themselves on a Likert scale of 1 to 5. Each motivational construct, specifically intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation, was represented by three statements. The statements related to each type of motivational construct are presented in Table 2.

**Table 2**

*Statements on Questionnaire for Each Motivation Construct*

Statement	Motivation Construct
Because it is pleasant to carry out this task.	Intrinsic Motivation
Because I find this task interesting to do.	
Because I like doing this task.	
Because it is important for me to carry out this task.	Identified Regulation
Because this task allows me to attain work objectives that I consider important.	
Because I find this task important for the academic success of my students.	
Because if I don't carry out this task, I will feel bad.	Introjected Regulation
Because I would feel guilty not doing it.	
To not feel bad if I don't do it.	

(continued)

Statement	Motivation Construct
Because my work demands it.	
Because the school obliges me to do it.	External Regulation
Because I'm paid to do it.	
I don't know, I don't always see the relevance of carrying out this task.	
I used to know why I was doing this task, but I don't see the reason anymore.	Amotivation
I don't know, sometimes I don't see its purpose.	

First, the central tendency of mode was identified for each statement. Then, the participants' responses to why they were motivated to complete each of the four tasks were analyzed through grouping. Two classes, low and high, were created. Does not Correspond at All and Corresponds a Little responses were grouped as a low class and Correspond Moderately, Correspond Strongly, and Correspond Completely were calculated together as a high class. Percentages for these two classes were calculated for each of the 60 statements. Then, the three statements that were representative of each of the five motivation constructs were evaluated independently.

The level of each motivation construct was evaluated as very high, high, low, or very low, based on the following criteria. If seven or less of the responses for a particular construct were in the low class, this construct was ranked as very high. If the majority were in the high class, this construct was ranked as high. If the majority of responses were in the low class, the construct was ranked as low. If only seven or less of the responses were in the high class, the construct was identified as very low. The same procedure was applied for both data collection

phases, prior to PD and after. These findings for the motivation construct are presented in Table 3 and Table 4.

**Table 3**

*Class of Each Motivation Construct in Phase I*

Phase I	Classroom Preparation	Teaching	Administrative Tasks	Complementary Tasks
Intrinsic Motivation	high	very high	low	high
Identified Regulation	very high	very high	high	high
Interjected Regulation	high	high	low	low
External Regulation	high	high	very high	high
Amotivation	low	low	low	low

**Table 4**

*Class of Each Motivation Construct in Phase II*

Phase II	Classroom Preparation	Teaching	Administrative Tasks	Complementary Tasks
Intrinsic Motivation	high	high	low	high
Identified Regulation	high	very high	high	high
Interjected Regulation	high	high	low	low
External Regulation	very high	high	high	high
Amotivation	low	low	low	low

It can be determined from the quantitative findings that the PD only slightly affected teachers' motivation. Four alternations were seen. Most notably, the motivational construct of

amotivation remained unchanged by the PD. This is not to say that some people were not unmotivated or uninterested but, from a positive perspective, the PD given did not increase the sense of amotivation that existed prior to the administration of PD.

The job type that appeared to have received the greatest influence from the PD was classroom preparation. The external regulation, acting as a result of an external influence such as a reward, increased from high to very high following the PD. Identified regulation, where a person has personally identified the importance of a behavior and regulated it, decreased from a very high to a high. Similarly, the intrinsic motivation for completing teaching tasks decreased from a very high class to a high as did the external regulation construct for administrative tasks.

The data obtained from the motivation survey taken before and after participants' participation in the PD did not signify a significant change in their sense of motivation. However, minor changes were seen and, since this research is a case study, the descriptive analysis must be evaluated within the participants' workplace climate and context. Thus, to provide a valid understanding of the causes of the minor changes and properly answer the research questions, these descriptive findings were analyzed in relation to the qualitative data. This will be discussed in following sections.

### ***OCB Survey Descriptive Analysis***

To evaluate the OCB of the participants, an adapted version of the OCB survey used by Sharma and Jain (2014) was employed. This survey was developed based on the work of Organ (1988) and P. M. Podsakoff et al. (2000) and wording was altered to comply with an educational workplace environment. The final survey contained 36 Likert items, which participants had to rate on a scale of 1 to 5 namely, Does not Correspond at All to Corresponds Completely.

It is noteworthy that based on the work of Organ (1988), the construct of OCB is believed to contain four subconstructs. These are altruism, organizational compliance, sportsmanship, and loyalty. Each of the 36 statements on the questionnaire belonged in one of these categories. The categorization of the items as related to the OCB construct is presented in Table 5.

**Table 5**

*Statements on Questionnaire for Each OCB Subcategory*

Statement	OCB Subcategory
I create a healthy and cheerful atmosphere at workplace.	
I listen to coworkers’ problems and try to suggest solutions.	
I try to improve the working conditions.	
I volunteer to do additional tasks which are not part of my job description.	
I spread goodwill in the organization.	
I help coworkers when required.	
I give constructive suggestions for improvement.	
I am enthusiastic about my job.	Altruism
I am enthusiastic about my coworker’s welfare.	
I develop and adapt myself to changes that occur.	
I help subordinates to develop required skills.	
I encourage coworkers to give suggestions for improving our productivity.	
I consult my colleagues whenever possible.	
I follow my organization’s rules even when not watched.	

(continued)

Statement	OCB Subcategory
I welcome good change without resistance.	
I take initiative for new assignments.	
I help new employees adjust in new working environment.	
I do not take personal credit for teamwork.	
I protect the organizational resources.	Altruism
My actions are such that they do not create problems for coworkers or hurt them.	
I use school resources wisely to benefit the school.	
I emotionally blackmail my coworkers for desirable results.	
I strive to boost my organization's image.	
I promote my organization's products and services.	Organizational
I project a good image of my organization to others.	Compliance
I praise the working conditions of my organization.	
I provide suggestions to coworkers related to their work.	
I do not complain about insignificant things at workplace.	
I put extra effort into my job.	
I take feedback from my coworkers and superiors.	Sportsmanship
I use cheaper resources to save organizational resources.	
I oppose favoritism in the organization.	
I encourage family and friends to support my school.	

(continued)

Statement	OCB Subcategory
I would recommend my school to family and friends.	
I am ready to send my children to this school.	Loyalty
I always feel that my school is the best in the industry to work for.	

After entering all participant data into an Excel spreadsheet, the central tendency of mode was identified for each of the thirty-six items. The exact percentage allocated to each of the five Likert scale ranks was calculated. Since the ultimate purpose of this study was the study of the role of professional development on OCB and motivation and the variation of responses was too minute to be a clear representation, grouping was applied. Responses to 1 and 2 on the scale, namely, ‘Does not correspond at all’ and ‘Corresponds a little’ responses were grouped as a low class and responses to 3 to 5 on the scale, specifically ‘Correspond moderately’, ‘Correspond strongly’ and ‘Correspond completely’ were calculated together as a high class. Subsequently, the level of each Organizational Citizenship Behavior subcategory was defined. These findings are presented in Table 6.

**Table 6**

*Class of OCB Subcategories in Each Phase*

	Phase I	Phase II
Altruism	very high	very high
Organizational compliance	high	high
Sportsmanship	high	high
Loyalty	high	high

It can be seen in the quantitative findings that the PD participants took part in did not affect their OCB, as no changes were witnessed in any of its subcategories. That the participants had previously taken the survey could have provided them with a deeper understanding of the Likert-items; thus, it might have enabled them to answer the questions with skill and question recognition in phase II. Moreover, the descriptive analysis of the OCB survey was used to supplement an understanding of the qualitative case study data; thus, the lack of a visible change is reviewed in correspondence with the qualitative findings of the interviews.

### **Qualitative Findings**

A qualitative instrument was used to complement the quantitative data and aid in answering the how of both research questions. A subsample of 11 teachers volunteered to participate in face-to-face interviews. A total of nine questions were asked of each participant. The interview was semistructured and questions were open-ended, allowing participants the autonomy to answer the questions in as much depth as they needed. Each interview was recorded and transcribed by the researcher. The transcripts were organized in a Microsoft Word document. Following the guidelines set forth by Braun and Clarke (2008), a preliminary familiarization with the data was conducted by the researcher. This allowed the researcher to read the transcripts and gain an overall understanding of the participant's viewpoints and note down initial ideas.

The next phase of the qualitative analysis was coding the features in a systematic fashion and collating data relevant to each defined code. The researcher then analyzed the codes to see how they may combine to form an overarching category. Five categories emerged: clear communication, collaborative opportunities, value and recognition, PD expectations, and incentives. These categories helped reveal five overarching themes that helped clarify the participants' sense of motivation and their OCB in relation to PD opportunities. A table was

constructed to visualize the collation of different codes into categories and ultimately the themes. This thematic table can be seen in Table 7.

**Table 7**

*Code Descriptions and Corresponding Categories and Themes of Thematic Analysis*

Codes	Categories	Theme
Communication	Clear	Having strong communication paths with colleagues and management will strengthen teachers’ sense of belonging.
Miscommunication	Communication	
Trust		
Understanding		
Relationships		
Colleagues		
Collaborative opportunities	Collaborative	The existence of collaborative learning opportunities and clear structures make the workplace more motivating for educators.
Teambuilding	Opportunities	
Communities		
Learn from each other		
Curriculum		
Resource		
Structure		

(continued)

Codes	Categories	Theme
Feedback	Value and Recognition	Clear feedback, recognition for efforts and autonomy increase teacher's sense of motivation and their inclination to do more than their required duties.
Highlight errors		
Recognition from management		
Opportunities		
Teacher autonomy		
Recognition		
Related PD	Professional	Professional development
Relevant	Development	opportunities that are relevant,
Experts in the field	Expectations	related and progressive better
Wider range of PD		motivate and encourage educators to
Helpful PD		lifelong learning.
Teach new ideas		
New perspective		
Formal training		
Growth		
Learn from each other		
Creative brain		
Throw/push Money	Incentives	Incentives, monetary and
Financial		nonmonetary, can increase
Bonus		motivation and OCB among
Incentives		educators if implemented properly.

The fourth phase of qualitative data analysis, which was reviewing themes, was conducted following a reevaluation of the categories and codes. The transcripts and audio files were revisited to strengthen the thematic analysis and check for any additions or omissions. The final themes were determined and the current analysis report was produced. As prescribed by Braun and Clarke (2008), vivid examples and extracts were chosen from the transcripts to best “capture the essence of the point” and “compellingly illustrate the story [of the] data” (p. 93).

### *Qualitative Analysis of Categories*

**Clear Communication.** Responses from the interviewees revealed that having clear communication created a good working environment, which was crucial to their motivation and sense of OCB. T1 noted, “I think we [the teachers] miss a lot of details which I think is important, right?” T2 noted, “I would like to get feedback like let me know what is expected of me. They need to decide what is exactly expected of me instead of jumping around different programs.” T4 stated, “I think a lot of times time is wasted in transition...you can’t make a more functional, well-prepared classroom if you have no idea what’s going on.” T9 noted, “I feel like no one tells me what they want, only what I am doing wrong...so that’s very demotivating.” T2 put it simply by stating, “Tell me what you want. Train me before you expect something of me.” Similarly, T1 noted, “I feel the school gets our [teachers’] input but I don’t feel like it’s really listened to. But that information isn’t taken [and applied]...that would make it much easier. We would know what to do.”

Regarding working environments, T5 stated:

We have miscommunications between staff [sometimes] but overall, I like my job because it is a nice workplace to come to. I’ve never woken up and been like I don’t want

to go to work...just having a nice workplace. There aren't any big issues so it doesn't take away from my motivation.

T7 shared her experience noting, "I don't have any real attachment to this workplace, but it's the people like my colleagues and students that make me like where I work."

The codes that represented the category of clear communication were joined to articulate an overall theme. This theme was: Having strong communication paths with colleagues and management will strengthen teachers' sense of belonging. The participants' responses in the interview indicated that a sense of altruism is formed if they sense belonging and sportsmanship in their workplace. The creation of such a climate requires strong communication pathways that have been established on trust and respected. The participants responses related to the clear communication category are listed in Table 8.

**Table 8**

*Participants Reponses Regarding Clear Communication*

Participant	Statements Shared
T1	"I think we [the teaches] miss a lot of details which I think is important, right?"
T2	"I would like to get feedback like let me know what is expected of me. They need to decide what is exactly expected of me instead of jumping around different programs."
T4	"I think a lot of times time is wasted in transition...you can't make a more functional, well-prepared classroom if you have no idea what's going on."
T9	"I feel like no one tells me what they want, only what I am doing wrong...so that's very demotivating."

(continued)

Participant	Statements Shared
T2	“Tell me what you want. Train me before you expect something of me.”
T1	I feel the school gets our [teachers’] input but I don’t feel like it’s really listened to. But that information isn’t taken [and applied]...that would make it much easier. We would know what to do.”
T5	“We have miscommunications between staff [sometimes] but overall, I like my job because it is a nice workplace to come to. I’ve never woken up and been like I don’t want to go to work...just having a nice workplace. There aren’t any big issues so it doesn’t take away from my motivation.”
T7	“I don’t have any real attachment to this workplace, but it’s the people like my colleagues and students that make me like where I work.”

**Collaborative Opportunities.** The words collaboration, collaborative, and learning together were common descriptors found in the interview transcripts. T3 shared:

I like collaborating with anyone so it could be the classroom next door or it could be teachers across the world. This is a good place to work people [because] people are really helpful and there are loads of opportunities to drop by people’s classes to discuss things with them [and] to run ideas past each other.

T7 stated:

I think being collaborative is a little bit lacking and professional development is also a little bit lacking. In fact, last year the one that we did...that was the 1st time since I’ve been here that I felt it was useful....The collaborative efforts don’t have to come from outside. I mean, I feel like all the staff could learn from each other because we have a good crew.

T10 shared:

Talking to other teachers is great especially because I don't have that much teaching experience in comparison to the other people. So, in the beginning, I had no idea what I was doing and then listening to the other people talk about various aspects of their classroom and what they have done, it inspired me to look at my lesson plan a different way.

T3 noted the follow-up discussion and critical thinking that comes up after effective PD.

It was shared:

I think PD promotes discussion, so I really like big group seminars where you've got a guest speaker come and talk about something. Then, all the staff comes and this afternoon, you know, it turns into discussion from their perspective. I think that those things they really make you think okay, I am going to implement what the speaker said into my classroom.

The codes that represented the category of collaborative opportunities showcased another overarching theme. This theme is: The existence of collaborative learning opportunities and clear structures make the workplace more motivating for educators. The majority of participant responses highlighted their interest in collaboration. Teachers' sense of motivation and their OCB can be recognized as constructs of a climate where collaboration and communication are valued and nurtured. Participant responses related to the collaboration and communication category are presented in Table 9.

**Table 9**

*Participants Responses Regarding Collaborative Opportunities*

Participant	Statements Shared
T3	<p>“I like collaborating with anyone so it could be the classroom next door or it could be teachers across the world. This is a good place to work people [because] people are really helpful and there are loads of opportunities to drop by people’s classes to discuss things with them [and] to run ideas past each other.”</p>
T7	<p>“I think being collaborative is a little bit lacking and professional development is also a little bit lacking. In fact, last year the one that we did...that was the 1st time since I’ve been here that I felt it was useful...The collaborative efforts don’t have to come from outside. I mean I feel like all the staff could learn from each other because we have a good crew.”</p>
T10	<p>“Talking to other teachers is great especially because I don’t have that much teaching experience in comparison to the other people. So, in the beginning I had no idea what I was doing and then listening to the other people talk about various aspects of their classroom and what they have done, it inspired me to look at my lesson plan a different way.”</p>
T3	<p>“I think PD promotes discussion so I really like big group seminars where you’ve got a guest speaker come and talk about something. Then, all the staff comes and this afternoon, you know, it turns into discussion from their perspective. I think that those things they really make you think okay, I am going to implement what the speaker said into my classroom.”</p>

**Value and Recognition.** The importance of being valued by the school leadership team was a motivating factor. T5 mentioned a group award given to a particular year level and noted, “People like to get recognition. Since that, I’ve heard people [in my year level] be like yeah, come on, let’s do it, not to necessary for the award but to get that recognition.” T11 noted that while the school isn’t perfect, “my principal is really motivating and I think he values me. Like I asked for more knowledge and support in specific areas and it was given. That makes me feel supported and valued.” T8 shared, “They [my school administrators] have motivated me mostly when they don’t mean to. Not when they push money and bonuses but when they have trusted me and given me responsibilities.” T4 shared, “I think they should trust our suggestions [about PD] because the more input you have, the more output you are going to give to your students.”

T1 shared the importance of trust and noted, “The staff who have listened to what a teacher needs have motivated me. Trust is also really important. Trust, yeah, that’s really a big one. And I recently got some positive feedback, which did motivate me a bit.” T9 discussed how the teamwork can be overshadowed by negativity, stating, “I feel my colleagues are on my side but it’s been difficult because a negative approach in criticizing takes away all the motivation, so much negativity. It can overshadow all the positive things that bring your motivation.”

The codes that represented the category of value and recognition revealed an overarching theme related to teachers’ motivation and sense of OCB. This theme was: Clear feedback, recognition for efforts and autonomy increase teacher’s sense of motivation and their inclination to do more than their required duties. Recognition has been noted as a feel-good factor that shows a desire for increased responsibility, as it provides an opportunity for personal growth (Herzberg et al., 1993). In this study, participants frequently noted their desire for feedback. Moreover, multiple mentions were made of school leaders acknowledging their contribution to

the workplace. It is concluded that the combination of constructive feedback, increased autonomy, and recognition can motivate teachers to go beyond the call of duty. Participants’ responses regarding value and recognition are presented in Table 10.

**Table 10**

*Participants Responses Regarding Value and Recognition*

Participant	Statements Shared
T5	“People like to get recognition. Since that, I’ve heard people [in my year level] be like yeah, come on, let’s do it, not to necessary for the award but to get that recognition.”
T11	“My principal is really motivating and I think he values me. Like I asked for more knowledge and support in specific areas and it was given. That makes me feel supported and valued.”
T8	“They [my school administrators] have motivated me mostly when they don’t mean to. Not when they push money and bonuses but when they have trusted me and given me responsibilities.”
T4	“I think they should trust our suggestions [about PD] because the more input you have, the more output you are going to give to your students.”
T1	“The staff who have listened to what a teacher needs have motivated me. Trust is also really important. Trust, yeah, that’s really a big one. And I recently got some positive feedback, which did motivate me a bit.”
T9	“I feel my colleagues are on my side but it’s been difficult because a negative approach in criticizing takes away all the motivation, so much negativity. It can overshadow all the positive things that bring your motivation.”

**PD Expectations.** To discover the teachers' attitude and expectations about PD opportunities, they were asked: Are you satisfied with the PD and collaborative opportunities the school offers teachers? The majority of responses presented a dissatisfaction with current PD offerings. T6 shared, "I think professional development should be about what we do at a kindergarten but like they always just bring random people in to talk to. I think they have started to confuse professional development with team building." T3 explained the lack of specialized training and shared, "I want more outside training or more specialized training, something from outside to come in. I think that would motivate the teachers." T11 shared:

I feel like it's like okay you are qualified teacher, then you don't need any further education because you got your teaching qualifications. But you know education is continuously changing so we need new ideas. It should be relevant I think it's something that they need to continuously look into and like enhance our knowledge.

T6 also explained:

The professional development hasn't been that it should be. It should be relevant...what we need to do is some solid professional development. Like I also feel like we always give them ideas of professional areas we want but...[they] decide that will cost money like we'll just have a talk on this topic [which] is kind of slightly related kindergarten. So that will be our professional development like they always just bring random talks.

T4 shared:

They [the school administration] could bring more outside courses and even suggestions that teachers have given of bring people in and workshops. That could be more motivating that a bonus because it's not only what you've done in school but what you have done outside school.

T8 noted:

I don't think they give us any room to grow as teachers. I don't think they provide us with any resources to, you know, grows teachers. I think we should be learning something new to do in our classrooms at least every month.

T4 shared, "We don't get enough PD and even though times are tough [because of COVID-19] but it's good to have some kind of PD or at least provide some resources from outside to share ideas about learning."

When participants were asked: Do you feel more motivation after participating in the professional development?; the response was affirmative, as participants expressed an interested in relevant, specialized PD. T2 shared:

I think PD is great like the ones on Zoom. The speakers gave me new ideas, like concrete examples. It helped me see how to bring my background into the classroom. And the other one gave very clear guidelines...I found them motivating because I found them interesting and useful for my students.

T9 explained her enthusiasm for having taken part in the webinar offered as part of the study and noted:

I am really glad to have taken part in the PD. Just this week, I am seeing what I learned and I was able to bring in some toys to apply those skills taught in the training. It's given me the opportunity to look at the situation and my students with a different mind. I found this really empowering.

T11 explained his positive view on PD, noting, "PD is great because it is fresh ideas. It is about lifelong learner and being better. I feel that I can always learn something new so having

different types of professional development offers that.” T10 discussed the creativity that PD brings and noted:

I feel like the ideas PD gives me helps me. It makes my brain more creative. I feel like it's very helpful, especially when you get to a point when you are really busy and really tired and just trying to get by, your creative flow gets a little blocked. I think PD is helpful there. Like “Oh! I've just been staring at it like this. If I look at it like this, it will be a completely different situation.”

Comparing with the relevancy of various PD opportunities, T7 explained:

For me the different between a relevant webinar, something like this, and what the school has offered us before is that this is totally applicable. We talked about special education in early childhood development and this is something that I should know. This is what we as teachers should be prepared for.

Similarly, T4 stated the benefits of the webinar on early childhood learning intervention and asserted, “PD can help teachers to work on areas that we see a need for like special needs. So, motivate teachers by setting up more workshops and giving a more positive approach towards learning.”

The response from T4 seemed to be a summary of the teachers' expectations regarding PD. It was shared:

People are teaching because they value education. So, offering courses on how teachers can think critically and lively discussions they could enforce that autonomy. They [the teachers] would learn to evaluate the quality...it's not about pretending the educate this thing we doing classrooms it's so much more.

The codes that belonged in the fourth category of the thematic analysis revealed participants’ expectations on PD. This theme can be articulated as such: PD opportunities that are relevant, related, and progressive better motivate and encourage educators to lifelong learning. For a type of training or PD to be recognized as valuable, thus, motivating, for teachers it must be consistent with their workplace responsibility and it should be presented by subject-area specialists. Responses regarding PD expectations are listed in Table 11.

**Table 11**

*Participants Responses Regarding PD Expectations*

Participant	Statements Shared
T6	“I think professional development should be about what we do at a kindergarten but like they always just bring random people in to talk to. I think they have started to confuse professional development with team building.”
T3	“I want more outside training or more specialized training, something from outside to come in. I think that would motivate the teachers.”
T11	“I feel like it’s like okay you are qualified teacher then you don’t need any further education because you got your teaching qualifications. But you know education is continuously changing so we need new ideas. It should be relevant I think it’s something that they need to continuously look into and like enhance our knowledge.”

(continued)

Participant	Statements Shared
T6	<p>“The professional development hasn’t been that it should be. It should be relevant...what we need to do is some solid professional development. Like I also feel like we always give them ideas of professional areas we want but...[they] decide that will cost money like we’ll just have a talk on this topic [which] is kind of slightly related kindergarten. So that will be our professional development like they always just bring random talks.”</p>
T4	<p>“They [the school administration] could bring more outside courses and even suggestions that teachers have given of bring people in and workshops. That could be more motivating that a bonus because it’s not only what you’ve done in school but what you have done outside school.”</p>
T8	<p>“I don’t think they give us any room to grow as teachers. I don’t think they provide us with any resources to, you know, grows teachers. I think we should be learning something new to do in our classrooms at least every month.”</p>
T4	<p>“We don’t get enough PD and even though times are tough [because of COVID-19] but it’s good to have some kind of PD or at least provide some resources from outside to share ideas about learning.”</p>
T2	<p>“I think PD is great like the ones on Zoom. The speakers gave me new ideas, like concrete examples. It helped me see how to bring my background into the classroom. And the other one gave very clear guidelines...I found them motivating because I found them interesting and useful for my students.”</p>

(continued)

Participant	Statements Shared
T9	<p>“I am really glad to have taken part in the PD. Just this week, I am seeing what I learned and I was able to bring in some toys to apply those skills taught in the training. It’s given me the opportunity to look at the situation and my students with a different mind. I found this really empowering.”</p>
T11	<p>“PD is great because it is fresh ideas. It is about lifelong learner and being better. I feel that I can always learn something new so having different types of professional development offers that.”</p>
T10	<p>“I feel like the ideas PD gives me helps me. It makes my brain more creative. I feel like it’s very helpful especially when you get to a point when you are really busy and really tired and just trying to get by, your creative flow gets a little blocked. I think PD is helpful there. Like ‘oh! I’ve just been staring at it like this. If I look at it like this, it will be a completely different situation.’”</p>
T7	<p>“For me the different between a relevant webinar, something like this, and what the school has offered us before is that this is totally applicable. We talked about special education in early childhood development and this is something that I should know. This is what we as teachers should be prepared for.”</p>

(continued)

Participant	Statements Shared
T4	<p>“PD can help teachers to work on areas that we see a need for like special needs. So, motivate teachers by setting up more workshops and giving a more positive approach towards learning.”</p> <p>“People are teaching because they value education. So, offering courses on how teachers can think critically and lively discussions they could enforce that autonomy. They [the teachers] would learn to evaluate the quality...it’s not about pretending the educate this thing we doing classrooms, it’s so much more.”</p>

**Incentives.** The participants also had interesting opinions about the methods that are currently used to motivate the educators at their workplace. T9 shared, “[To motivate me] there’s the financial aspect, but there’s definitely the social aspect of working with the kids. They motivate me.” T6 discussed monetary bonuses noting:

They [school administrators] keep implementing all of these bonuses and it’s not very motivational. I don’t think because I don’t feel like I was really observed...or like the school really knows what we do in the classroom. Money is great. It’s great, thanks, but it’s not really not about me being a better teacher.

T8 explained how trust is motivating and noted, “I would be much more motivated if it looked as if we could do something, make a change, or know that going that extra mile would be heard and acted on.” T4 shared, “I don’t particularly approve of financial incentives because I think it should be more intrinsic motivation for teachers.”

T3 discussed being recognized and given autonomy as encouraging and motivational. He noted:

I think they should encourage teachers to be a bit more critical in their thinking and encourage students more critical. I think that having this environment where it's all open to question more. This would add a lot to staff motivation as opposed to doing it because I'm told to do it. There's not much autonomy and that's not motivating.

These assertions align with Herzberg's views that while inadequate financial rewards can demotivate, beyond a limited threshold, money is a hygiene factor and does not motivate (Basset-Jones & Lloyd, 2005).

The codes that belonged in the fifth category of the thematic analysis revealed the significance of various types of incentives on participants' motivation. This theme can be articulated as such: Incentives, monetary and nonmonetary, can increase motivation and OCB among educators if implemented properly. Incentivizing the workplace can be motivating for educators; however, balance is essential. An overdependence on monetary rewards can be demotivating and the lack of any incentives, monetary or nonmonetary, can be disadvantageous as well. Participants' responses regarding incentives are presented in Table 12.

**Table 12**

*Participants' Responses Regarding Incentives*

Participant	Statements Shared
T9	“[To motivate me] there's the financial aspect but there's definitely the social aspect of working with the kids. They motivate me.”

(continued)

Participant	Statements Shared
T6	<p>“They [school administrators] keep implementing all of these bonuses and it’s not very motivational. I don’t think because I don’t feel like I was really observed...or like the school really knows what we do in the classroom. Money is great. It’s great thanks, but it’s not really not about me being a better teacher.”</p>
T8	<p>“I would be much more motivated if it looked as if we could do something, make a change, or know that going that extra mile would be heard and acted on.”</p>
T4	<p>“I don’t particularly approve of financial incentives because I think it should be more intrinsic motivation for teachers.”</p>
T3	<p>“I think they should encourage teachers to be a bit more critical in their thinking and encourage students more critical. I think that having this environment where it’s all open to question more. This would add a lot to staff motivation as opposed to doing it because I’m told to do it. There’s not much autonomy and that’s not motivating.”</p>

**Summary**

The findings of this study were presented in Chapter 4. Two primary research questions guided this study, which intended to understand the role of PD on teachers’ motivation and their sense of OCB. A qualitative case study approach consisting of qualitative data collection and descriptive analysis on quantitative data was applied in this research. Two quantitative survey instruments, a work motivation survey and an OCB survey, were administered twice. This resulted in 28 teacher participants participating in the entire study. Of those teachers, 11 volunteered for interviews. The interview protocol and questions were created by the researcher.

A descriptive analysis of the central tendency, mode, of the 96 Likert items in the two questionnaires demonstrated minor changes to teacher motivation and OCB pre- and post-PD. The qualitative interviews were transcribed, coded, and prevalent categories as well as themes were identified based on the thematic analysis framework set forth by Braun and Clarke (2008). Five predominant categories that illustrated teachers' views on motivation and OCB were determined. These categories were clear communication, collaborative opportunities, value and recognition, PD expectations, and incentives.

Each category was further scrutinized to arrive at an overarching theme that directly answered the researcher's questions as to how PD can impact teachers' sense of motivation and OCB. The themes were examined in relation to the study's constructs and their relevance was discussed. Excerpts of the interview transcripts were included throughout the thematic analysis to support the findings and elucidate the overarching themes.

## **Chapter 5**

### **Discussion**

The purpose of this study was to explore the role PD opportunities can have on two crucial aspects of teachers, namely, their sense of motivation and their OCB. The importance of PD has been noted in literature as an effective tool in increasing teacher effectiveness, promoting educational reform, and promoting ownership (Bascia, 2000; Cowen & Strunk, 2014; Withall & Wood, 1979; Wood & Lease, 1987). However, the impact PD opportunities can have on teachers' sense of motivation and their OCB had not been studied in parallel. This study used descriptive statistics and thematic analysis to understand the role PD can have on the aforementioned constructs by applying qualitative and quantitative tools before and after PD on a group of 28 teacher participants.

Chapter 5 consists of a discussion of the findings, recommendations for future research, and a concluding portion. It has been determined from the results that teachers are appreciative and receptive of relevant, related PD opportunities. Moreover, the need for clear communication, recognition from management, collaborative opportunities, and incentives were found to be influential in motivating teachers and increasing their sense of loyalty, altruism, and sportsmanship toward their workplace.

### **Conclusions**

The research was guided by two primary research questions. First, how can PD opportunities motivate teachers? Second, how can teachers' OCB be increased through PD? The study utilized a qualitative case study approach. It included a thematic analysis of qualitative data and a descriptive analysis of quantitative data. The descriptive analysis of the quantitative data was collected using 96 Likert items distributed between two questionnaires. The qualitative

data were obtained from confidential interviews with participants who voluntarily gave their contact information on the initial demographic sheet. Results of the descriptive and thematic analyses were presented in Chapter 4. An in-depth discussion of the findings and three main conclusions obtained from the study are presented in this portion of Chapter 5.

### *Discussions of the Findings*

It has been determined from the results that PD could be a tool to increase teachers' sense of motivation and increase their intangible, yet vital, OCB. It is noteworthy that the qualitative data, the interviews, clearly supported this claim. The quantitative data, obtained from two questionnaires, adapted a version of the Work Tasks Motivation Scale for Teachers questionnaire created by Fernet et al. (2008) and an altered version of the OCB survey used by Sharma and Jain (2014), did not signify this. Rather, it was determined from the quantitative data that little change occurred in most types of motivation across various duties and no alteration in all subcategories of OCB before and after participation in PD.

This discrepancy can be related to two main causes. First, as noted in the limitations portion, since participants had already seen the questions in Phase I, they were familiar with the questionnaires; thus, no changes were found. Furthermore, dealing with people is a sensitive research topic and it appears that confidential, face-to-face interviews were more revealing than quantitative numerical data. As noted, qualitative studies allow investigation and understanding of subjects' perspectives (Merriam & Tisdell, 2016).

The findings were examined in relation to the study's two guiding research questions. The two questions—How can PD motivate teachers? and How can OCB be increased through PD?—formed the foundation for this qualitative study. The thematic analysis and the descriptive statistics were triangulated to answer these questions. The combination of these analyses helped

arrive at a comprehensive understanding of the role of PD on teachers' motivation and their OCB.

### *How Can PD Motivate Teachers?*

The literature review in Chapter 2 indicated the importance of teachers' attitudes toward PD as a key element in school success and student achievement (DuFour & Eaker, 1998). Three famous motivational theories from influential scholars, specifically Maslow, Herzberg and the researcher team of Deci and Ryan, were examined. It was concluded that motivation cannot be examined in clear-cut categories. There exists varying levels of motivation and a motivational continuum where individuals move based on intrinsic and extrinsic factors.

Self-determination Theory (Deci & Ryan, 2006) defined different types of motivation as the reasons or goals that give rise to an action. Five motivational constructs—*intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation*—were studied in this research. These motivational constructs were significant in this study, for they also formed the divisions on which the motivation survey administered were based. The participants answered Likert items regarding their motivation to complete various job tasks. Each item correlated with one of the motivation constructs of the self-determination theory. Each motivational construct was evaluated prior to and after PD to see if the participants' motivation was impacted in a particular job task or related to a specific type of motivation.

It has been determined from the results the descriptive analysis that the job responsibility category of classroom preparation was the most influenced by the PD, since external regulation increased from a high class to a very high class. In the same category, the motivational construct of identified regulation decreased from a very high to a high. It was also concluded from the descriptive analysis that classroom preparation was not an intrinsically motivated construct but

rather teachers were motivated through the recognition of its importance. The task that appeared to be the most intrinsic, based on Deci and Ryan's division, was the job task of administration work. It decreased from a very high class to a high class in the second phase of data collection.

These changes and the overall importance of intrinsic motivation lie in the belief that doing something for its own sake is the most rewarding. The decrease of intrinsic motivation as related to administrative tasks and class preparation can be related to the lack of a motivating environment. Declines in intrinsic motivation have been associated with decreasing psychological need satisfaction (Gnambs & Hanfstingl, 2016). This suggests that teachers are not as intrinsically motivated as anticipated because schools do not create the need-supportive contexts needed to foster intrinsic motivation. (Ryan & Deci, 2020)

One of the core beliefs of Self-Determination theory is that when individuals experience a sense of choice, they feel more ownership of activities and greater autonomy, resulting in an enhanced intrinsic motivation (e.g., Bao & Lam, 2008; Reeve et al., 2003). The researcher's review of the thematic analysis verifies this assertion. In the interviews, T4 stated, "I think they should trust our suggestions" and T1 mentioned a sense of ownership when noting, "I feel the school gets our [teachers'] input but I don't feel like it's really listened to." Similarly, T8 shared the importance of autonomy in motivating her by noting, "They [my school administrators] have motivated me mostly when they don't mean to, not when they push money and bonuses but when they have trusted me and given me responsibilities."

It has been determined from the thematic analysis results that participants will value learning and collaboration if they align with the designed job tasks. Participants made frequent references to learning with comments such as "solid professional development," "big group seminars," "collaborating with anyone," "guest speaker," "specialized training," and "PD gives

me fresh ideas.” T8 shared, “I think we should be learning something new to do in our classrooms at least every month.” T11 mentioned, “PD is great because it is fresh ideas. It is about lifelong learner and being better.” He went on to add, “It should be relevant I think it’s something that they need to continuously look into and like enhance our knowledge.”

It was determined from the descriptive analysis that the construct of amotivation remained completely unaltered across all responsibility categories throughout the study. The PD did not have significant impact on the quantitative data; however, its lack of impact on amotivation is valuable. The participants did not express a lack of care or a disregard toward any job responsibility; therefore, the stagnation of the amotivation construct is recognized as a positive finding. Ryan and Deci (2020) noted that amotivation can be a strong negative predictor of engagement, learning, and wellness thus, its lack of flux can be interpreted as interest toward various aspects of the job and workplace.

Herzberg’s et al. (1993) classification of motivating factors and hygiene factors also proved imperative in understanding what motivates teachers. Herzberg (1968) noted that certain aspects of work provoke intrinsic motivation; these aspects included advancement, recognition, and achievement. They were all noted to link to job satisfaction (Herzberg, 1968).

Such influential factors, defined by Herzberg as motivator factors in his two-factor theory, were found in thematic analysis. The participants mentioned receiving feedback, being given autonomy, receiving trust from superiors, and being recognized for their contributions were motivator factors. The existence of these motivator factors was noted to increase the productivity of the workplace. Discussing a recent in-school reward, T5 mentioned the motivator of recognition, noting, “People like to get recognition. I’ve heard people [in my year level] be like yeah, come on, let’s do it, not to necessary for the award but to get that recognition.” T11

shared that his principal makes him feel “motivated and valued” since positivity impacts his image of the schools. Similarly, T8 shared the most motivating influence from the school was not monetary but rather trust and recognition. T8 shared, “I have been motivated not when they push money and bonuses but when they have trusted me and given me responsibilities.”

Four of the five major themes that were found in the thematic analysis were motivators, as defined by Herzberg. Having strong communication paths with colleagues, collaborative learning opportunities, clear feedback, being recognized for efforts, and receiving increased autonomy all foster a sense of belonging, value, and satisfaction, which will flourish into motivation toward the workplace. Herzberg’s theory articulates that motivation factors, or motivators, are intrinsic to the job and lead to positive attitudes toward the job because they satisfy the “need for growth or self-actualization” (Herzberg, 1968, p. 75).

It has been noted through scrutiny of the thematic analysis that recognition of the need of learning and collaboration from the participants is vital. The desire to grow and arrive at a higher need for self-actualization, in a more general term, is the desire to achieve full human potential. These findings align with Maslow’s hierarchy of needs theory. Teachers do not aspire to all activities that are labeled PD. Instead, they want relevant, practical, and related specialist professional training.

The review of the transcripts showed multiple mentions of the desire to learn and interest in being better educators. T6 noted, “They [the school administrative team] always just bring random talks.” T2 mentioned that she liked the PD presentation because “the speakers gave me new ideas, like concrete examples.” T7 mentioned the importance of relevancy when she noted, “Special education in early childhood development is something that I should know.” T4 shared,

“I think they [school administrators] should trust our suggestions [about PD] because the more input you have, the more output you are going to give to your students.”

Through triangulation of the data, findings have reflected the tenets of Maslow’s theory. Teachers are not motivated by the basic needs of safety and security. Rather, they aspire for growth and independence. As Maslow (1954) defined, people are motivated by basic needs and higher-order needs. Esteem needs and self-actualization needs are the tip of the pyramid and include self-respect, confidence, achievement, independence, and freedom (Maslow, 1954; Pinder, 1998). The participants noted that they want to have an influence, to be given responsibilities, and to be heard. The factors fueling their motivation were related to recognition, value, and trust. T1 overtly stated, “Trust is also really important. Trust, yeah, that’s really a big one.”

It can be concluded that while the PD opportunities independently did not exclusively create change or increase motivation, as illustrated by the descriptive analysis, PD was viewed as a manifestation of desired trust and values that foster a motivating work environment. The prerecorded webinars and live presentations that constituted the PD opportunities of this study did not autonomously motivate teachers. However, PD opportunities that are relevant, subject specific, and offered by trustworthy sources will motivate teachers to perform better. This conclusion is supported by the participants’ testaments that participating in relevant PD is motivating for them because it enables them to learn new ideas, explore new perspectives, engage in challenging discussions, and share insights and inspiration with other educators and professionals.

In sum, PD can play a powerful role in motivating teachers. It must be recognized that its power is not efficient without certain conditions, such as clear communication paths and a

culture that expresses value for ideas and contributions. If presented in a vacuum or offered without pretext, relevance, or skill, PD can, in fact, be demotivating, as it is viewed as an irrelevant waste of time. Thus, the efficaciousness of PD for educators resides in a school culture of genuine support, trust, and communication. When offered properly, PD will foster educators' higher-level needs; thus, motivating them to be better teachers and faculty members.

### ***How Can OCB Be Increased Through PD?***

The study's second research question evaluated how PD opportunities could impact teachers' OCB. Specifically, identifying OCB has been deemed difficult since it is the "voluntary and discretionary behavior of teachers that exceeds the formal requirements of the job" (DiPaola et al., 2007, p. 227). Determining if teachers feel loyal or altruistic toward their workplace or if they have a sense of organizational compliance and sportsmanship is difficult, as these features of OCB are discretionary. The descriptive statistics of this study reiterated this claim, as no change was seen in any of the four OCB categories before or after participants' engagement in the PD. However, the qualitative findings obtained from confidential interviews offered insight into how PD can increase one's OCB.

While none of the organizational citizenship subcategories showed an increase in the quantitative portion of this study, the interviews that created the qualitative portion recognized OCB as a byproduct of a positive school climate. Similar to motivation, the factors related to OCB, such as a sense of altruism and sportsmanship toward the workplace, were mentioned with statements regarding the overall atmosphere of the workplace as well as relationships and trust. T5 shared, "I like my job because it is a nice workplace to come to." T7 clearly articulated this claim noting, "I don't have any real attachment to this workplace but it's the people like my colleagues and students that make me like where I work." T8 shared that she was more

motivated to support her workplace and strive for greater excellence “not when they [school administration] push money and bonuses but when they have trusted me and given me responsibilities.”

Another aspect of OCB, organizational compliance, was also mentioned by the participants without the technical jargon. Civic virtue, a category that correlates with OCB, was noted by Organ (1988) as a responsible and constructive contribution to the organization. Civic virtue is beneficial to organizations because it can generate new ideas and serve as a feedback mechanism necessary for organizational growth and improvement. The participants mentioned their sharing of suggestions and problems with the schools’ administration teams, but to no avail. It is apparent, then, that the participants did have altruism, in the form of civic virtue, but felt discouraged, as it was not accepted or acted upon.

In this regard, T4 shared, “I think they should trust our suggestions [about PD] because the more input you have, the more output you are going to give to your students.” T4 went on to add that listening to teachers’ suggestions regarding PD workshops could also be motivating. A clear articulation of diminishing civic virtue was noted by T1 who shared, “I feel the school gets our [teachers’] input but I don’t feel like it’s really listened to.” Looking at the flip side, T9 shared, “A negative approach in criticizing takes away all the motivation, so much negativity...can overshadow all the positive things that bring your motivation.” T9 mentioned, “I feel like no one tells me what they want, only what I am doing wrong...so that’s very demotivating.”

The results of the OCB aspects of this study accentuated the importance of a school climate of trust and recognition as the foundation for betterment. Herzberg (1968) asserted that motivation, which is the creation of a positive climate, is essential for genuine job enrichment.

Reciprocally, motivated and stimulated individuals are needed to cultivate a positive climate. Thus, PD can be viewed as a motivator if the context of a supportive, communicative, and positive climate is extant. Correspondingly, the lack of crucial elements such as understanding, feedback, and collaboration from the administrative side hinders the fostering of significant OCB traits such as altruism, organizational compliance, and sportsmanship.

A positive work environment is one that embodies trust, responsibilities, and communication; these will stimulate employees. Herzberg (1968) suggested that recognition for achievement, responsibility, and personal growth are the forming foundations of satisfaction and motivation. If employees share a sense of ownership, they are more likely to have a shared commitment in making it work. In other words, a climate is motivating that allows both managers and employees “to promote and support innovation and change by facilitating a sense of commitment” (Basset-Jones & Lloyd, 2005, p. 934).

It can be concluded that PD opportunities play a role in increasing that desired sense of managerial recognition, personal growth, and achievement, which, in turn, positively impact teachers’ OCB. Increased sense of OCB is induced through understanding, contribution, and recognition; as Basset-Jones and Lloyd (2005) asserted, the role of managers in developing staff morale is indispensable, as it promotes a culture of contribution. To this end, PD opportunities, such as the ones offered in this study, are effective in increasing OCB among teachers but will only reach their true value when they were presented within a climate of trust, communication, and collaboration.

### **Recommendations**

This study included participants from two kindergarten level schools in Shanghai, China. The researcher recommends broadening the study to include teacher participants from different

school levels. Similarly, the study could be implemented in various parts of the world to offer wider insight into teachers' sense of motivation and OCB. Expanding the scope of the participant pool would strengthen the results of the study by including more participants from various schools, locations, and with various background and expectations. This addition would provide valuable insight into whether the current participant demographics affect the obtained results about OCB and motivation.

Additionally, the researcher recommends reducing the number of Likert-items in the quantitative portion of the study and increasing the depth of questions as well as the number of participants who participated in the qualitative portion of the study. These alterations are suggested based on the findings of the current study. Deep understanding insight could not be obtained from the quantitative portion, while multilayered insight into OCB and motivation were obtained from the thematic analysis. Changing the questions and balance of the methods used in such an embedded mixed-methods study could aid a future researcher by providing more data; thus, answering the research questions with greater depth.

The researcher also recommends expanding the depth and length of the PD opportunities offered in the study. While the PD opportunities offered in this study were supported by the schools' administration, it appeared that participants did not view them as part of their schools' investment in teachers. In other words, a future study might benefit from having the PD be an integral part of the schools, as this integration could impact teachers' views on their school administration listening and acting on their needs. Moreover, if the PD opportunities could be offered as a school-wide PD plan that encompassed at least a semester of the school year, it is hypothesized that the teachers might respond differently in regard to their motivation and their senses of OCB.

In a modified version of this study, researchers could work with schools to offer individual teachers PD plans based on their current evaluations, align the objectives of the PD with their professional goals, and follow the process of their growth with personalized feedback. Based on the current findings, it is believed that participants' feedback regarding motivation and OCB will differ greatly if a study with personal PD plans is conducted using the same parameters.

The findings of this study highlight the importance of a communicative and supportive school climate as the foundation of job satisfaction that results in increased motivation and OCB from teachers. School administrators can benefit from the findings of this study by focusing on the five overarching themes that arose from the thematic study. By strengthening communication paths, they can increase their teachers' sense of belonging. Implementing collaborative learning opportunities and offering feedback and recognition will increase their employee's sense of motivation and their inclination to do more than their required duties. By ensuring that the PD opportunities they offer are specialized and relevant, they can stimulate educators to self-growth, and by acknowledging the bilateral power of incentives, monetary and nonmonetary, they can utilize them more properly. Overall, the findings accentuate the power of PD and remind school administrators of all the interwoven elements that must coexist to increase motivation and a sense of ownership among teachers.

### **Summary**

The purpose of this study was to explore the role of PD on teachers' sense of OCB and motivation. The data collected indicated that PD can positively impact both motivation and OCB. The researcher used the quantitative questionnaires and qualitative interviews to create the methodology of a qualitative case study with complementing descriptive statistics. The

qualitative findings signified the importance of clear communication, collaborative opportunities, value, and recognition as crucial requirements for a positive school climate that leads to influential PD.

Five main themes were identified through the thematic analysis; these themes were mentioned by participants as crucial aspects in their motivation. These five themes were the final product of five essential categories, namely, clear communication, collaborative opportunities, value and recognition, PD expectations, and incentives. These categories were all motivator factors. Thus, the two-factor theory of Herzberg (1968) was recognized as particularly important in emphasizing the existence of motivators to invoke teachers' sense of motivation and OCB.

Similarly, the hygiene factors, such as relationships with the workplace and general school policies, while preventative in nature and externally controlled, can demotivate employees if these factors are missing in the workplace. If a school leadership team ensures the existence of hygiene factors and offers the needed motivator factors, PD will be viewed as a sign of trust and growth. It is then that PD takes on a powerful role in increasing teachers' sense of motivation and their OCB.

Overall, this qualitative case study found that teachers embrace, value, and even implore effective, relevant PD opportunities. PD opportunities that are relevant to their job responsibilities and that enable growth, offer collaboration, and encourage discussion will motivate teachers and increase their sense of OCB. However, it must not be forgotten that such PD requires a positive, collaborative climate. The cultivation of a positive school climate instituted on trust and collaboration, coupled with effective, relevant PD, can amplify teachers' sense of motivation and OCB; thus, bettering the workplace for all shareholders, namely teachers, administrators, and most important, students.

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APPENDIX A

IRB Approval Form



IRB APPROVAL

Name of Candidate: **Type candidate's name** *Sonnie Z. Berghani*

Dissertation or Major Practical Project Title: *The Role of Professional*

**Enter full title** *Development on Teacher's Organizational Citizenship Behavior and Motivation: A Mixed Method case study*

Date of Application: **mm/dd/yyyy** *2/2/21*

Application Type (The IRB Committee makes this determination):

Choose an item. *Full Review*

Application Status (The IRB Committee makes this determination):

Choose an item. *Approved as submitted*

The candidate-researcher understands and agrees to maintain the confidentiality of any entity agreeing to assist with providing data, to obtain informed consent from any human participants in the study, and to retain and safeguard written consents and the data for a period of five years from all entities, presenting copies to William Howard Taft University, the participants, and authoritative bodies when appropriate.

*[Handwritten Signature]*  
\_\_\_\_\_  
IRB Representative Signature

*2/4/21*  
\_\_\_\_\_  
Date

**NOTE:** The completed and signed form should be submitted to [student\\_support@taftu.edu](mailto:student_support@taftu.edu) by the IRB Representative.

APPENDIX B

Permission to Use Surveys

**Re: Permission to Use Survey**

Dec 23, 2020 at 8:36 PM

[Print](#) [Raw message](#)

Dear Sonia,

The scale was prepared for manufacturing and so an adapted scale can only solve your purpose. You can definitely use the scale and I will be interested to see the scale which you fill form and the results if you can share.

Dr Vivek Sharma

Faculty- Research Methods

Institute of Management Studies, DAVV, Indore

09826049358

On Tue, Dec 22, 2020 at 12:05 PM Sonia Brqni <z.barghani@yahoo.com> wrote:

Dear Dr. Sharma,

Hope this email finds you well.

I am Sonia Barghani, a doctorate student at William Howard Taft University. I am work on my Educational Doctorate on Educational Leadership and Technology. I am currently drafting my dissertation proposal titled "The Role of Professional Development on Teacher's Organizational Citizenship Behavior and Motivation". The study will be a mixed methods case study aiming to assess how professional development can increase teachers Organizational Citizenship Behavior and Motivation.

I came across your paper " A Scale for Measuring Organizational Citizenship Behavior in Manufacturing Sector". The survey you and your colleague created seems to assess OCB accurately. I was wondering if I could get your permission to use an adapted version of the survey for my study? It would be perfect to determine the teachers' organizational citizenship behavior pre- and post- professional development.

Thank you in advance for your time.

Respectfully,  
Sonia Barghani

**RE: Permission to Use The Work Tasks Motivation Scale for Teachers (WTMST)**



**Fernet, Claude** <[redacted]>

To: Sonia [redacted]

Dear Sonia,

It is good to hear that the scale was useful.

Of course you had the permission to use an adapted version of the WTMST for your research.

Best wishes,

Claude

--

Claude Fernet, Ph. D., professeur titulaire  
 Directeur du Groupe de recherche sur la santé et le mieux-être au travail — FRQSC  
 Responsable du programme de 2<sup>e</sup> cycle en Leadership et performance  
 dans les services de santé et services sociaux

Département de gestion des ressources humaines | École de Gestion  
 Université du Québec à Trois-Rivières  
 Trois-Rivières, Québec, G8Z 4M3

APPENDIX C

Organizational Citizenship Behavior Survey

*Organizational Citizenship Behavior*

	<i>Does not correspond at all</i>	<i>Correspond a little</i>	<i>Correspond moderately</i>	<i>Correspond strongly</i>	<i>Correspond completely</i>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. <i>I create a healthy and cheerful atmosphere at workplace.</i>					1 2 3 4 5
2. <i>I listen to co-workers' problems and try to suggest solutions.</i>					1 2 3 4 5
3. <i>I try to improve the working conditions.</i>					1 2 3 4 5
4. <i>I volunteer to do additional tasks which are not part of my job description.</i>					1 2 3 4 5
5. <i>I spread goodwill in the organization.</i>					1 2 3 4 5
6. <i>I help co-workers when required.</i>					1 2 3 4 5
7. <i>I give constructive suggestions for improvement.</i>					1 2 3 4 5
8. <i>I do not complain about insignificant things at workplace</i>					1 2 3 4 5
9. <i>I am enthusiastic about my job.</i>					1 2 3 4 5
10. <i>I am enthusiastic about my co-worker's welfare.</i>					1 2 3 4 5

- |   |           |
|---|-----------|
| 11. <i>I develop and adapt myself to changes that occur.</i>                          | 1 2 3 4 5 |
| 12. <i>I help subordinates to develop required skills</i>                             | 1 2 3 4 5 |
| 13. <i>I put extra effort into my job.</i>  | 1 2 3 4 5 |
| 14. <i>I take feedback from my co-workers and superiors.</i>                          | 1 2 3 4 5 |
| 15. <i>I use cheaper resources to save organizational resources.</i>                  | 1 2 3 4 5 |
| 16. <i>I oppose favoritism in the organization.</i>                                   | 1 2 3 4 5 |
| 17. <i>I encourage family and friends to support my school.</i>                       | 1 2 3 4 5 |
| 18. <i>I strive to boost my organization's image.</i>                                 | 1 2 3 4 5 |
| 19. <i>I promote my organization's products and services.</i>                         | 1 2 3 4 5 |
| 20. <i>I project a good image of my organization to others.</i>                       | 1 2 3 4 5 |
| 21. <i>I praise the working conditions of my organization.</i>                        | 1 2 3 4 5 |
| 22. <i>I provide suggestions to co-workers related to their work.</i>                 | 1 2 3 4 5 |
| 23. <i>I encourage co-workers to give suggestions for improving our productivity.</i> | 1 2 3 4 5 |

APPENDIX D

Motivation Survey

*Different reasons may explain why teachers engage in their work tasks. The following statements represent some of these reasons. Using the scale below, please indicate for each statement to what degree they correspond to one of the reasons for which you are doing the following work tasks.*

**Why are you doing this work task?**

**CLASS PREPARATION**

(e.g., deciding on instruction topics and material, determining the presentation forms and sequences, and establishing the work procedure)

	Does not correspond at all	Correspond a little	Correspond moderately	Correspond strongly	Correspond completely
	1	2	3	4	5
1. <i>Because it is pleasant to carry out this task.</i>					1 2 3 4 5
2. <i>I don't know, I don't always see the relevance of carrying out this task.</i>					1 2 3 4 5
3. <i>Because I like doing this task.</i>					1 2 3 4 5
4. <i>Because my work demands it.</i>					1 2 3 4 5
5. <i>Because I find this task important for the academic success of my students.</i>					1 2 3 4 5
6. <i>Because the school obliges me to do it.</i>					1 2 3 4 5
7. <i>I used to know why I was doing this task, but I don't see the reason anymore.</i>					1 2 3 4 5
8. <i>Because it is important for me to carry out this task.</i>					1 2 3 4 5
9. <i>Because I find this task interesting to do.</i>					1 2 3 4 5
10. <i>I don't know, sometimes I don't see its purpose.</i>					1 2 3 4 5

- 11. *Because I would feel guilty not doing it.* 1 2 3 4 5
- 12. *Because if I don't carry out this task, I will feel bad.* 1 2 3 4 5
- 13. *Because this task allows me to attain work objectives that I consider important.* 1 2 3 4 5
- 14. *Because I'm paid to do it.* 1 2 3 4 5
- 15. *To not feel bad if I don't do it.* 1 2 3 4 5

**Why are you doing this work task?**

**TEACHING**

(e.g., presenting instruction, answering questions, and listening to the students' needs)

- |  | Does not correspond at all | Correspond a little | Correspond moderately | Correspond strongly | Correspond completely |
|--|----------------------------|---------------------|-----------------------|---------------------|-----------------------|
|  | 1                          | 2                   | 3                     | 4                   | 5                     |
| 1. <i>Because the school obliges me to do it.</i>                  |                            |                     |                       |                     | 1 2 3 4 5             |
| 2. <i>Because if I don't carry out this task, I will feel bad.</i> |                            |                     |                       |                     | 1 2 3 4 5             |
| 3. <i>Because it is important for me to carry out this task.</i>   |                            |                     |                       |                     | 1 2 3 4 5             |
| 4. <i>Because I find this task interesting to do.</i>              |                            |                     |                       |                     | 1 2 3 4 5             |
| 5. <i>I don't know, sometimes I don't see its purpose.</i>         |                            |                     |                       |                     | 1 2 3 4 5             |
| 6. <i>Because it is pleasant to carry out this task.</i>           |                            |                     |                       |                     | 1 2 3 4 5             |
| 7. <i>To not feel bad if I don't do it.</i>                        |                            |                     |                       |                     | 1 2 3 4 5             |
| 8. <i>Because my work demands it.</i>                              |                            |                     |                       |                     | 1 2 3 4 5             |

- 9. *Because I would feel guilty not doing it.* 1 2 3 4 5
- 10. *Because I find this task important for the academic success of my students.* 1 2 3 4 5
- 11. *Because I like doing this task.* 1 2 3 4 5
- 12. *I used to know why I was doing this task, but I don't see the reason anymore* 1 2 3 4 5
- 13. *I don't know, I don't always see the relevance of carrying out this task.* 1 2 3 4 5
- 14. *Because I'm paid to do it.* 1 2 3 4 5
- 15. *Because this task allows me to attain work objectives that I consider important.* 1 2 3 4 5

**Why are you doing this work task?**

**ADMINISTRATIVE TASKS**

(e.g., recording and transmitting absences, building disciplinary files, and participating in meetings with the parents and principals to study disciplinary cases, meetings with teachers, meetings with the administration, meetings with the union, and school assemblies)

Does not correspond at all	Correspond a little	Correspond moderately	Correspond strongly	Correspond completely
1	2	3	4	5

- 1. *Because my work demands it.* 1 2 3 4 5
- 2. *I don't know, sometimes I don't see its purpose.* 1 2 3 4 5
- 3. *Because if I don't carry out this task, I will feel bad.* 1 2 3 4 5
- 4. *Because I like doing this task.* 1 2 3 4 5
- 5. *Because I find this task important for the academic success of my students.* 1 2 3 4 5

- 
4. *Because if I don't carry out this task, I will feel bad.* 1 2 3 4 5
- 
5. *I used to know why I was doing this task, but I don't see the reason anymore.* 1 2 3 4 5
- 
6. *Because the school obliges me to do it.* 1 2 3 4 5
- 
7. *Because I like doing this task.* 1 2 3 4 5
- 
8. *Because I'm paid to do it.* 1 2 3 4 5
- 
9. *To not feel bad if I don't do it.* 1 2 3 4 5
- 
10. *Because this task allows me to attain work objectives that I consider important.* 1 2 3 4 5
- 
11. *Because I would feel guilty not doing it.* 1 2 3 4 5
- 
12. *I don't know, I don't always see the relevance of carrying out this task.* 1 2 3 4 5
- 
13. *Because my work demands it.* 1 2 3 4 5
- 
14. *Because I find this task interesting to do.* 1 2 3 4 5
- 
15. *Because it is pleasant to carry out this task.* 1 2 3 4 5
-

6. *I used to know why I was doing this task, but I don't see the reason anymore.* 1 2 3 4 5
7. *Because it is important for me to carry out this task.* 1 2 3 4 5
8. *Because I would feel guilty not doing it.* 1 2 3 4 5
9. *Because the school obliges me to do it.* 1 2 3 4 5
10. *Because I'm paid to do it.* 1 2 3 4 5
11. *Because I find this task interesting to do.* 1 2 3 4 5
12. *To not feel bad if I don't do it.* 1 2 3 4 5
13. *Because this task allows me to attain work objectives that I consider important.* 1 2 3 4 5
14. *I don't know, I don't always see the relevance of carrying out this task.* 1 2 3 4 5
15. *Because it is pleasant to carry out this task.* 1 2 3 4 5

**Why are you doing this work task?**

**COMPLEMENTARY TASKS**

(e.g., tutorial guidance, involvement in committees, extracurricular activities, continuous improvement training, and extraclass monitoring)

- |   | Does not correspond at all | Correspond a little | Correspond moderately | Correspond strongly | Correspond completely |
|---|----------------------------|---------------------|-----------------------|---------------------|-----------------------|
|   | 1                          | 2                   | 3                     | 4                   | 5                     |
| 1. <i>Because it is important for me to carry out this task.</i>                      | 1                          | 2                   | 3                     | 4                   | 5                     |
| 2. <i>Because I find this task important for the academic success of my students.</i> | 1                          | 2                   | 3                     | 4                   | 5                     |
| 3. <i>I don't know, sometimes I don't see its purpose.</i>                            | 1                          | 2                   | 3                     | 4                   | 5                     |

## APPENDIX E

## Consent Forms from Participating Schools

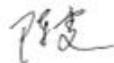


Dear Sir/ Madam,

This letter is to inform that the management team at Soong Ching Ling has agreed to participate in the doctoral research study titled "The Role of Professional Development on Teachers' Motivation and Organizational Citizenship Behavior". We have had the opportunity to discuss the research with its sole researcher, Sonia Barghani, and have an understanding of what is expected. We understand that our participation is voluntary.

We have been made aware of the procedure, structure, potential benefits and potential risks of the study. We acknowledge that all gathered information will be kept confidential and will only be used for the purposes of this study. It is with this knowledge that we allow the researcher to conduct surveys, interviews and professional development at our school.

Regards,



Chen Wen

Director of International Division



Dear Sir/ Madam,

This letter is to inform that the management team at Concord Academy Changning Campus has agreed to participate in the doctoral research study titled "The Role of Professional Development on Teachers' Motivation and Organizational Citizenship Behavior". We have had the opportunity to discuss the research with its sole researcher, Sonia Barghani, and have an understanding of what is expected. We understand that our participation is voluntary.

We have been made aware of the procedure, structure, potential benefits and potential risks of the study. We acknowledge that all gathered information will be kept confidential and will only be used for the purposes of this study. It is with this knowledge that we allow the researcher to conduct surveys, interviews and professional development at our school.

Regards,



Paul Cunningham  
English Principal of Concord Academy  
Executive Head of Changning Campus

## APPENDIX F

## Informed Consent Form for Participants

**INFORMED CONSENT LETTER/FORM**

February 4, 2021

Dear Teacher,

I would like to start by thanking you for your time. As educators we are frequently stressing the importance of learning and teamwork to our students. A belief in the importance of teachers' own professional growth and collaboration forms the basis of this study.

I am a Doctoral Student at William Howard Taft University conducting research regarding the role of professional development on teachers' motivation and their organizational citizenship behavior.

Please complete the enclosed questionnaire. It will only take a few minutes of your time. This questionnaire asks you to respond to statements about your feelings towards your school and your motivation towards your job. Please complete and seal the questionnaire in the enclosed envelope by..... Please also sign and return the enclosed "Informed Consent" form.

All responses will remain confidential and your anonymity will be ensured.

Your responses will contribute to this research about teachers' sense of motivation and their organizational citizenship behavior. A summary of the research will be emailed to you upon completion of this study.

I appreciate your participation in this research. If you have any questions concerning this study, I may be reached at [z.barghani@yahoo.com](mailto:z.barghani@yahoo.com).

Respectfully Yours,

Sonia Barghani



## INFORMED CONSENT LETTER/FORM CONT.

**Informed Consent Form**—An important component to any submission to the IRB committee is the informed consent form. This form will be used by the researcher to document that the subject(s) were aware of the requirements of the study and that they were aware that they could refuse to participate or withdraw at any time up until publication of the project. Therefore, it is important that this document contain adequate information so that the subjects can make an informed decision regarding participation.

### **The Role of Professional Development on Teachers' Organizational Citizenship Behavior and Motivation: A Mixed-Methods Case Study**

#### **Prospective Research Subject**

Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, or after your participation in this research.

You are invited to participate in a research study designed to investigate the role of professional development on teachers' sense of motivation and their organizational citizenship behavior.

Sonia Barghani, a doctoral student at William Howard Taft University is conducting this study. You were selected as a possible participant because the study is examining the sense of motivation and organizational citizenship behavior of teachers' working at selected educational organizations, such as your workplace, in Shanghai, China.

Please read this form and ask any questions you may have before agreeing to participate.

#### **Background Information**

This investigation seeks to understand the impact professional development can have on the sense of organizational citizenship behavior and motivation of teachers.

#### **Procedures**

Participation entails completing two sets of surveys and participating in two online professional development opportunities that are related to early childhood education.

You will be asked to provide a pseudonym to replace your personal name. Providing your e-mail would make the findings of the study available to you once documented. The results of this study would be used to increase the current body of knowledge available regarding the role and impact of professional development on teachers' sense of motivation and their organizational citizenship behavior.

#### **Confidentiality**

The records of this study would be considered private information. Private information herein means information ascertained by the investigator and constitutes research involving human subjects. Private





information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect would not be made public. In any sort of report that might be published, no information would be included that would make it possible to identify a participant. Only the candidate/researcher would keep and safeguard the research records.