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The Relationship between the Teacher Ranking System and the Teacher Professional Development in Light of Self-Determination Theory

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Abstract

Objectives: This study aimed to explore the relationship between the Teacher Ranking System (TRS) and teachers' professional development (TPD) at Ajloun Directorate of Education in light of Self-determination theory (SDT). It further tried to explore whether there was any Relationship between the TRS and teachers' documentation and self-reflection skills.

Methodology: The sample of the study consisted of 350 teachers. The researcher utilized a research design which employed quantitative methods for most questionnaire items, combining them with qualitative information.

Accordingly, a 3-likert scale questionnaire was constructed. To identify the

type of teachers' motivation in the PD activities, a mini-motivation scale

was developed. **Results:** The study showed that the majority of teachers

had 'Identified motivation' towards participating in micro and macro PD

activities. It also showed that the Rank teachers have, especially the senior

and expert teacher ranks played a significant role in their participation,

documentation and self-reflection skills, while gender and qualification

did not show vivid significant effects. These results align with the

premises of the SDT, particularly autonomy, relatedness, competence and

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internalization. **Conclusion:** The researcher recommends that the Ministry of Education come up with new teacher ranks to keep teachers highly motivated, and to increase their level of self-determination.

Keywords: Teacher Ranking System (TRS), Teacher Professional Development (TPD), Self-Determination Theory (SDT), Identified Motivation.

Introduction

The prosperity of any country in the world relies basically on having a robust system of education that keeps updating its agenda in light of the global vision and orientation (World Development Indicators, 2020). To this end, Jordan, for instance, has been working on this issue since the establishment of the kingdom (Ministry of Education, 1988). In 1987, Late King Hussein launched the National Conference for Education Reform whose main purpose was to improve the quality of education in Jordan by coming up with a comprehensive education reform program. The reform plan addressed several crucial aspects, including curricula, education facilities, technology, vocational education, school construction, and, more importantly, capacitating teachers and supervisors of all subjects. Since then, several reforms have been addressed by the Jordanian Ministry of Education (JMoE). For example, the two phases of the Educational Reform for Knowledge Economy (ERFKE 1 and ERFKE 2), which took place during the period 2003-2015, encompassed varied educational goals, particularly teacher professional development.

One of the major difficulties that face Jordanian teachers, especially after they graduate from universities and start their teaching profession is the gap between what they study at universities and what they actually need in classrooms. Many scholars have found out that teacher preparation is overly academic with insufficient attention to teaching practice (Alkhawaldeh, 2017; Carnegie Corp. of New York, N., 1986; Greenberg, McKee, & Walsh, 2013; Ministry of Education, 2018; Zeichner, 2010). According to many scholars who have conducted studies in similar contexts, little connection has been noticed between field placement work and university courses (Grossman & McDonald, 2008; Valencia et al., 2009). Due to this gap between academic

knowledge and teaching practice, many novice teachers are left 'ill-prepared' (Barmore, 2017., p. 2).

Although there are countless paths for professional development, it has been found out that teachers' adoption or participation in professional development programs and courses is very limited due to several barriers such as being busy with family responsibilities, lack of willingness and motivation, unavailability of effective professional development programs, conflicting official policies, job satisfaction, administrators' discouragement, and the negative outlook towards professional development (Buckner et al., 2016; Darling-Hammond et al., 2009; Guskey, 2000; Zhang, Saab & Admiraal, 2021).

Since teachers are seen as the backbone of any development change that automatically affects the whole process of teaching and learning, many educational systems, including the Jordanian system have directed their compasses towards this critical angle (Alkhalwaldeh, 2017; Al-Omour, 2023; Avalos and Assael, 2006; Bennell and Akyeampong, 2007; Eurydice, 2008; Ministry of Education, 2018;). To begin with teachers as a starting point in the reformation process means to enhance the teaching practices and to ensure substantial gains in students' learning. In compliance with this orientation, Gameda & Tynjälä, (2015) acknowledged the necessity of keeping teachers in contact with the fast global changes, believing that learning should not stop at graduation; rather, the rest of teachers' life should be a continuous effort to learn and develop.

In spite of the long journey of education reform Jordan has been going through, many challenges and obstacles still need to be seriously tackled. One challenge that needs urgent and serious tackling is the wide gap between theory and practice which could be attributed to teachers' reluctance and refusal to attend professional development activities (Massaad et al., 1999; Sakarneh, 2014). In response to this, the JMoE has started applying the Teacher Ranking System (henceforth, TRS) as one of its education reform steps. The TRS is based on the assumption that professional development qualifies teachers by developing their knowledge, skills and attitudes through micro and macro activities, which, in turn, leads to enhancement in classroom practices, and students' learning and achievement.

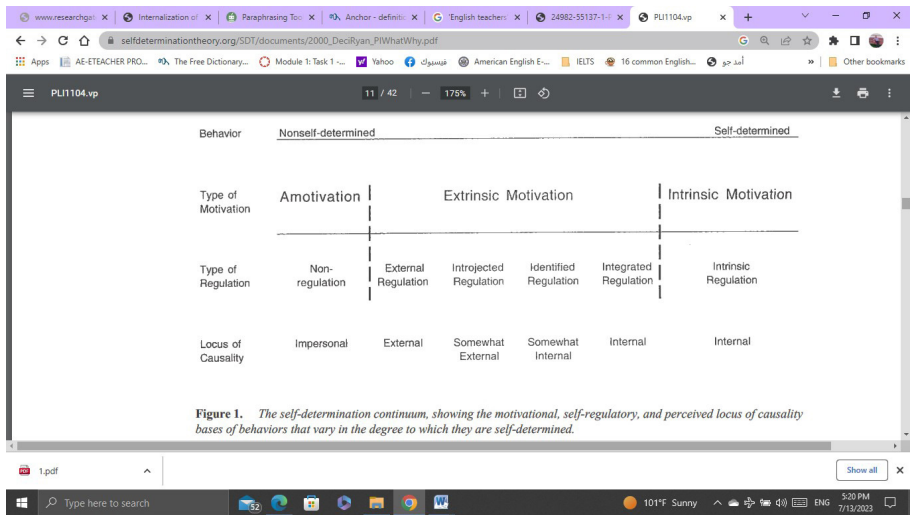
To succinctly investigate the Relationship between the TRS and the TPD, the researcher has addressed this issue in light of a set of psychological and motivational theories, particularly the Self-Determination Theory (henceforth, SDT). The author of this paper purposefully used the SDT to address the Relationship between the TRS - as one of the extrinsic motivation forms - and the TPD as this theory is considered the only motivation theory that assumes the possibility of extrinsic motivation to change into more intrinsic types. Carr (2015); Ryan & Deci (2019) articulated a pressing need to consider motivation theories, especially the SDT when examining TPD, claiming that it offers alternative prospects and views to handle motivation, and, more importantly, because of the clear evidence of the SDT's efficacy in addressing individuals' motivation as multidimensional not unidimensional as it was believed. In other words, the SDT does not only concentrate on the amount of motivation a person gets gets; rather, it helps educators to determine the type and quality of motivation.

Factors Affecting teachers' motivation and participation in PD activities

Would externally-driven motivation become internally-driven motivation? From a psychological point of view, motivation to professional development stems either from within or from the outside. According to the SDT, the intrinsic motivation is considered the most desirable form of motivation as being completely autonomous with low controlled motivation (Remedios & Lieberman, 2008). The extrinsic motivation occurs when the purpose is to avoid punishment or pressure, get some kind of reward, or to gain external stimuli, like participating in teacher education programs to get promotion and enhance the economic status. This type of motivation is classified as a poor quality of motivation with low level of autonomy and high level of controlled motivation (Basikin, 2020; Gameda & Tynjälä, 2015; Warford, 2011).

According to the SDT, there are three general categories of motivation, each with varying degrees of self-determination, autonomy and control. These are amotivation, intrinsic motivation, and extrinsic motivation, ranked from high to low self-determination (see figure 1 below). Ryan & Deci

(2020) identified different forms of motivation, ranging from more external (controlled) motivation, where an individual's aspiration to perform something originates from external sources other than personal self, to more autonomous motivation where one's desire to do an activity springs from the self. That is, from external regulation going through partially internalized regulation and increasingly internalized 'identified' regulation to fully intrinsic motivation.



The SDT researchers classified the highly regulated extrinsic motivation forms (the 'identified' and the 'integrated' regulations) within the cluster of autonomous motivation. However, what determines the type of the extrinsic motivation at the SDT continuum in terms of whether it is autonomous or controlled is the degree of internalization a person has experienced (Gagne & Deci, 2005).

Amotivation, in contrast, is a state in which people lack the intention to act and behave as it is on the extreme edge with semi zero-level to very low level of self-determination, autonomy and internalization.

Deci et al., (2001); and Cagne et al., (2010) articulated that the 'identified regulation', which is considered one of the extrinsic motivation modes, has a positive and direct effect on teacher learning outcomes as it plays a crucial role in upgrading their belongingness, autonomy and competence. According to them, integration is seen as a process of internalization, specifically

when individuals get familiar and start regulating the value of an activity by assimilating it with their own personal selves.

Unlike early researchers (e.g., Lepper, Greene & Nisbett, 1973; Kruglanski, Friedman & Zeevi, 1971) affected by the premises of the behaviorism school who revealed that tangible rewards like money could negatively affect students' intrinsic motivation, researchers like Deci, Koestner & Ryan, (1999); and Sanohan, (2018), found out that people are thought to be naturally inclined to act on their inner and outer environments, engage in activities that attract and interest them, and move toward personal and interpersonal coherence. Basikin (2020) carried out a study entitled 'English teachers' motivation for a professional development program: Perspectives of Self-Determination Theory' through which he found out that extrinsic motivation or controlled could become more intrinsic or autonomous depending on the levels of internalization among teachers. He also found out that need satisfaction was linked to increased participation and happy emotions.

People are inherently motivated to do whatever they want in order to satisfy the fundamental psychological needs (autonomy, relatedness, competence and internalization). When these needs are addressed, people report a greater sense of wellbeing and higher degree of satisfaction (Ryan & Deci, 2019). Having 'autonomy' means having the freedom to make choices and decisions that align with one's priorities rather than being forced to do things dictated by others. Having 'relatedness' is to feel related and belonging to others and to feel supported and this could be addressed by facilitating ways and creating meaningful channels of communication for individuals to relate to each other. Having 'competence' is all about how much you trust your own skills and actions. This appears through people's awareness of their strengths and weaknesses. The presence of these fundamental needs is believed to harvest significant adaptive advantages (Deci & Ryan, 2019).

In this respect, it is worth mentioning that people who successfully and meaningfully practice the internalization process will recognize the importance of social regulations, assimilate them and accept them as their own regulations. This could be seen and interpreted in this study through the TRS' obligatory and optional requirements, procedures and practices needed from teachers

to achieve as evidence of their academic success. It has been confirmed by several education experts that active participation in professional development activities empowers teachers' knowledge, skills, and values (Zhao, Yang, Long & Zhao, 2019). According to Darling-Hammond and Cook-Harvey (2018) teachers' training and seminars have a strong impact on enhancing teachers' competency in their teaching profession, self-appreciation and self-respect.

In response to this and for the purpose of attracting teachers' attention and getting them more involved in the field of TPD, the JMoE, based on its strategic plan 2018-2022, in which TPD programs have been given a priority, has recently started activating the TRS by which educators are required to abide by certain procedures like setting a portfolio and conducting varied PD activities. In this regard, educators are expected to undergo varied experiences that would positively influence their PD engagement, autonomy, competence, relatedness, motivation and internalization. For example, teachers are urged to participate and lead professional learning communities as evidence of their academic and profession accomplishments. Research suggests that positive education reform occurs when teachers take part in authentic professional learning communities. Wilson (2016) assured that professional learning communities can provide a healthy atmosphere that encourages professional development, collaboration and innovation among teachers.

According to Alkhawaldeh (2017) and other decentralized PD proponents like Al-Omour (2023); Buckner, Chedda & Kindreich (2016), on-site PD activities that include multiple routes and forms, such as seminars, mentoring, peer coaching, peer observation, modelling, learning communities, focused grouping, learning & teaching tours, training workshops, and action research, help teachers exchange experience; increase the sense of autonomy, confidence and academic-well-being; and decrease the sense of loneliness and isolation that is often linked to teaching. This approach to professional development seems to work in alignment with the TRS, particularly with those optional and obligatory activities of the portfolio needed from teachers who apply to get a promotion rank. In other words, as decentralized training encompasses the aforementioned routes, the teacher's portfolio is supposed to include several activities and achievements such as peer-learning sessions, carrying out applied lessons in their subjects as part of mutual and peer visitation, learning communities and

communities of practice, self-evaluation based on standardized and professional criteria and many other similar intersections.

According to Ball (1996), "Teacher development is considered especially productive when teachers are in charge of the agenda and determine the focus and nature of the programming offered" (p. 502). This clearly shows the necessity for the devolution of authority to teachers as professionals to be more responsible. According to (Vescio, Ross & Adams, 2008, 80), community of practice (CoP) which is considered one of the macro PD activities where a number of teachers come together and discuss educational issues has a beneficial effect on "teacher practice and student achievement". They provided evidence that CoP has numerous advantages for teachers such as developing critical thinking skills, problem solving, creativity, and communication skills.

Kennedy (2005) assured the necessity of looking for other paths of professional development outside the school, especially for those who do not find that support and assistance at their schools. They can get such support through other means like taking online courses given by knowledge vendors, subscribing to professional associations and local networks. Since there are several paths and routes through which professional development programs can be activated and, in turn, teachers can stay in close contact with the progress of education profession, it has become not only the teachers' responsibility but a shared responsibility between those teachers and other concerned parties like supervisors, principals and other official stakeholders (Cordingley & Bell, 2007; Lynch et al., 2013). To this end, the author of this paper has constructed a questionnaire of three dimensions as follows; the 1st dimension examines the Relationship between the TRS and the teachers' participation in Micro and Macro PD activities; the 2nd dimension explores the Relationship between Portfolios as Part of the TRS and the Documentation and Organization skills; and the 3rd one scrutinizes the Relationship between the TRS and Self-Reflection and Planning Skills.

Portfolios and Teachers' Documentation Skill

Is there any effect for Portfolios as one of the TRS's obligatory procedures on enhancing teachers' documentation skill?

As one of the educational reforms implemented by the JMoE for the sake of keeping Jordanian teachers of all subjects academically, professionally and financially engaged and motivated, a set of procedures has been recently issued. For example, since 2021, the JMoE, in cooperation with the Jordanian Teachers' Syndicate, has begun the activation of what is so called "TRS" through which teachers are required to have an achievement portfolio as evidence of their competitiveness and progress in their profession. In this regard, it is worth noting that these regulations have been utilized in the UAE requiring teachers to pass an exam and show a portfolio of evidence to their teaching qualification (Pennington, 2016; Buckner, Chedda & Kindreich, 2017). The TRS, as issued and accredited by the JMoE, includes the following ranks: teacher assistant, teacher, senior teacher, teacher expert, and teacher leader. To be promoted to the next rank, there is a set of criteria and practices a teacher is required to have. For example, to gain the rank of 'expert teacher', an individual is needed to have the following practices:

- passing a training program with no less than 80 training hours
- passing the standardized and professional test of competency which is held under the auspices of the supervision and training administration
- setting a portfolio that includes the teacher's accumulative work and best achievements
- passing a multifaceted evaluation with a minimum score 50%

For each rank, an achievement portfolio with certain items is expected to be prepared. For example, a teacher who intends to get the expert rank ought to have the following items:

- self-reflection and evaluation based on standardized and professional criteria
- constructing a professional development plan according to the results of the self-reflection process
- participating in optional professional development programs (at least five programs accredited by the MoE)
- executing professional development workshops and sessions at the school/directorate or ministry level
- carrying out applied lessons in their subjects as part of peer visitation

- taking part in professional learning community of practice at the school level
- attending or participating in national and international conventions
- having a published book or research in a refereed journal
- participating in supporting and implementing digital transformation, especially online and distance learning. (Ministry of Education, 2018).

According to Aikaterini & Makrina (2022); Tuksinvarajan & Todd (2009); Douglas (2000), a portfolio is the deliberate selection of an individual's work that is utilized to track one's advancement in relation to predetermined criteria across time. In the same vein, Marianne & Denise (2016) articulated that the rationale behind using a portfolio along with other techniques of work evaluation is to obtain a robust reflection of individuals' work, encourage critical thinking and self-evaluation, and assess people's performance through genuine work. Numerous studies investigated the consequences of using portfolios in educational settings. Portfolios were found to encourage students' cooperation and belongingness, Boulton (2014); foster students' confidence in their technological skills, Milman (2005); develop learners' autonomy, Duong and Seepho (2017); and increase individuals' basic needs, particularly relatedness and competence, Kahu (2013). Portfolios are also believed to enhance individuals' metacognitive skills by being able to control, observe and make necessary arrangements, which in turn leaves a positive effect on individual's motivation (Tarricone, 2011).

In their 2012 study, Denney, Grier, and Buchanan emphasized the significance of expanding the use of portfolios in teacher-training programs and noted that portfolios help teachers acquire professional skills during the pre-service education process. According to them, implementing a portfolio has a favorable impact on teacher candidates' attitudes toward teaching profession and strengthens motivation because it is a stress-free process for teachers.

The Relationship between the TRS as an Extrinsic Motivation and the Teachers' Self-reflection Skill as Evidence of Teachers' PD

Is there any effect for the TRS on enhancing teachers' self-reflection skill? According to Rudolph (2019), the more familiar and adaptable teachers are with the skill of self-reflection, the more professional and more convinced they are

to participate in different professional development activities. In the same vein, Perez & Ruz (2014); and Rubio (2002) pointed out the highly significant role of intrapersonal intelligence as a modus operandi that capacitates individuals to better understand themselves by being more aware of their personal strengths and weaknesses. Similarly, Gardner (2011) stated that the reflective practice is used as a pedagogical tool to harness intrapersonal intelligence through which individuals become more aware of themselves. Actually, everybody needs this kind of intelligence in order to develop useful mental models of oneself for making decisions about their own lives and help them make personal judgments about their own ideas, feelings, strengths, and shortcomings.

As research has demonstrated that high quality professional development programs have a tremendous influence on teachers' practices, many researchers such as (Gardner, 2011; Glazier, 2009; Postholm, 2012) have assured that workers' awareness of their needs and wants plays a critical role in shaping their professionalism. In other words, teachers who are aware of their strengths and weaknesses are more inclined to have the journey of professional development. Other researchers like (Akbari, 2007; Ambady, 2018; and Pollard, 2008) demonstrated that reflective practice is essential to prepare teachers to be peak performers throughout their teaching profession.

Research Questions

- 1 - What is the type of motivation behind teachers' participation in micro and macro PD activities, documenting their achievements in portfolios, and conducting self-reflection?
- 2 - What is the degree of teachers' agreement of the relationship between the TRS and participation in micro and macro PD activities, documenting achievements and conducting self-reflection?
- 3 - Are there statistically significant differences between the TRS and teachers' participation in macro and micro PD activities, attributed to gender, qualification and rank at $\alpha \leq 5\%$?

Procedural Definitions

- 1 - **Teacher Ranking System (TRS):** is one of the Jordanian education reforms which has a set of purposes: 1- improving the teachers'

performance and encouraging them to acquire new knowledge, skills and experiences; 2- ensuring the high status of teachers and the teaching profession in society; 3- stimulating Jordanians to be teachers and to get involved in the teaching profession; 4- ensuring that highly qualified individuals do not drop out of the teaching profession as it is considered a difficult profession; 5- giving teachers financial incentives based on efficiency and productivity (Ministry of Education, 2018). In this research paper, the TRS has also been addressed in light of the premises of the self-determination theory of motivation.

- 2 - Teacher Professional Development (TPD):** is the teacher's journey of learning by keeping in touch with the developments, changes, and the progression occurring in the field of education in general, and the field of specialization in particular. Zuljan (2001) defined the professional development of teachers as:

the process of meaningful and life-long learning, in which teachers develop their conceptions and change their teaching practice; it is a process that involves the teacher's personal, professional and social dimension and represents the teacher's progress towards critical independent, responsible decision-making and behavior. (p. 131).

This could be achieved at two levels; at a micro level (individually) and at a macro level in cooperation with others. For example, at a micro level, which is considered a practical interpretation for the advocates of the TPD decentralization, teachers (at the scope of school) can learn through practising self-reflection, self-documentation, planning, watching educational programs, you-tubes, videos, preparing model lessons, micro-teaching, attending online courses, conducting action research, and participating in online or face to face conferences. On the other hand, at a macro level, where teachers are supposed to cooperate and coordinate with other individuals to fulfill the targeted activities, they can learn through professional learning communities of practice, focus groups, peer visitations, participating in voluntary works, and leading seminars and training workshops about different teaching and learning issues.

3 - Self-determination theory (SDT): is one of the outstanding psychological theories that seeks to explore and describe the different types of motivational regulations. According to many researchers and practitioners, especially by the founders of this theory, Deci and Rayan (2000), the SDT is considered a useful framework for understanding and describing the different types of individuals' motivation. According to SDT, autonomy, competence and relatedness need to be met for individuals to feel motivated, satisfied and healthy. As a result, the primary focus of SDT's analysis of educational contexts is on how well these fundamental demands are met.

Methodology

Population and Sample of the Study

The population from which the participants were selected was accounted for 1100 classroom teachers who are currently teaching in Jordanian public schools at Ajloun Directorate of Education. For the purpose of this study and based on Morgan Table (Bukhari, 2020), 285 teachers were randomly selected to respond to the items of the questionnaire and the mini-motivation scale.

Table 1

Description of the characteristics of the study sample

Variable	Categories	No.	Percentage
Gender	Male	145	51%
	Female	140	49%
Qualification	BA	196	69%
	MA	78	27%
	PhD	11	4%
Teacher-Rank	Teacher	159	56%
	1st teacher	105	37%
	expert teacher	21	7%

For the purpose of this study and in order to answer the research questions, the researcher used the following data collection tools:

- 1 - **A questionnaire:** Referring to the related literature and based on the researcher's experience, a questionnaire of three domains with 18 items was devised. The first domain, which included six items aimed to investigate the teachers' perspectives towards the impact of the TRS on their participation in micro and macro professional development activities representing the 'autonomy' quality. The second domain entitled "The Relationship between the TRS, particularly Portfolio, and teachers' documentation skill" included six items representing the 'relatedness' quality. The last domain also included six items under the title of "The Relationship between the TRS and the teachers' self-reflection skill" representing the 'competence' quality. In this questionnaire, the participants were asked to show the extent of their agreement/disagreement with each item.

The Cronbach's alpha coefficient for the first domain (the Relationship between the TRS and teachers' participation in micro and macro professional development activities) was approximately 87%, suggesting a moderate level of internal consistency. The Cronbach's alpha coefficient for the second domain (the relationship between the TRS and teachers' documentation skill) was 81%, indicating a moderate level of internal consistency. For the third domain, the Cronbach's alpha coefficient was 76%, suggesting an accepted level of internal consistency. Overall, when considering all three domains together, the calculated overall Cronbach's alpha coefficient is approximately 81%, which means that the instrument is ready for the purpose of this study.

- 2 - **A mini-motivation scale:** For the purpose of this study, a mini-motivation scale of three questions and five options for each was adapted from its lead authors, Vallerand and Halliwell (2015) after being validated by a panel of experts; one option per each motivational category as follows:

Table 2
Motivation Types

Options	Type of Motivation
1- Because I like doing these activities.	refers to the Intrinsic Motivation
2- Because I find these activities important for my academic success.	refers to the Identified Motivation
3- Because I would feel guilty not doing it.	refers to the Introjected Motivation
4- Because the MoE obliges me to do it.	refers to the External Motivation
5- I do not know, sometimes I do not see its purpose.	refers to Amotivation

The participants were asked three questions whose main purpose was to unfold teachers' motivation type by selecting one of the five different reasons that ranged from highly autonomous to highly controlled. The five reasons for pursuing goals represented in their implementation of the TRS were intrinsic (Because I like doing these activities), identified (Because I find these activities important for the academic success), introjected (Because I would feel guilty not doing it), external (Because the MoE obliges me to do it), and amotivation (I do not know, sometimes I do not see its purpose).

Results and Discussion

To answer the first question of this study, "What is the motivation type behind teachers' participation in micro and macro PD activities, documenting their achievements in portfolios, and conducting self-reflection?, a mini-motivation scale including three questions addressing the three domains of the questionnaire (the second research instrument) was used.

Table 3
Motivation Scale

Responses to the questions below	Because I like doing these activities	Because I find these activities important for my academic success	Because I would feel guilty not doing it	Because the MoE obliges me to do it.	I do not know, sometimes I do not see its purpose
1-Why do you attend micro and macro PD activities?	18%	57%	9%	11 %	5%
2- Why do you document your achievements in a portfolio?	11%	61.5%	8.5%	15 %	4%
3- Why do you conduct self-reflection?	11.5%	65.4%	3.8%	15.4%	3.9%

Based on the results shown in the table above, it seems obvious that the majority of teachers who participated in responding to this mini-motivation scale selected the reason entitled "Because I find these activities important for the academic success" as an answer for the three questions given in the table above which represent the three domains of the questionnaire of this research study, which will be discussed in the tables below. As shown in the table above, 57% of teachers attributed their attendance to micro and macro PD activities to their awareness of the importance of these activities for their academic success.

Going back to Table 2 above (the motivation types), the aforementioned reason has been classified as an 'Identified Motivation', which has been categorized by the researchers of SDT as one of the highly regulated extrinsic motivation forms (the 'identified' and the 'integrated' regulations). This comes within the cluster of autonomous motivation that has a positive and direct effect on teacher learning outcomes as it plays a crucial role in upgrading their belongingness, autonomy and competence. According to SDT proponents, teachers attend PD activities to achieve fully internalized purposes. Similarly, for questions 2 and 3 in Table 3 above, 61.5% and 65.4% of teachers

respectively gave the same reason for documenting their achievements in portfolios and conducting self-reflection, showing that they have the same kind of motivation 'Identified motivation'. The minority of participants, with very low percentage ranging between 3.9% 5%, stated that they do not have sufficient understanding and awareness of the purpose of attending professional development activities, which makes it quite difficult for them to decide what to do.

Very few teachers, ranging between (3.8% - 9%) had a sense of guilt for not attending professional development activities as an indication of having an 'introjected motivation', which is somewhat external with a very low level of self-determination, autonomy, internalization and regulation. In the same regard, some participants, ranging between (11% - 18%) justified the reason behind their attendance to micro and macro PD activities, documenting their achievements in portfolios, and conducting self-reflection to their interest and desire in doing such activities. Based on Table 2 above "Motivation Types", this reason which has a high level of self-determination, autonomy, and internalization represents the 'Intrinsic Motivation' as it springs from the self. By analyzing the responses, we can observe that the majority of the participants perceived their participation in micro and macro PD activities, documentation of achievements, and self-reflection as important for their academic success, which is referred to by Deci and Ryan (2019) as the Identified Motivation.

To answer the second research question: "What is the degree of teachers' agreement of the relationship between the TRS and participation in micro and macro PD activities, documentation and self-reflection skills?", means, standard deviation and percentages of the teachers' agreement responses have been calculated as shown in Tables 4, 5 and 6 below.

Table 4

The Relationship between the TRS and Teachers' Participation in Micro and Macro PD Activities

Item	Mean	Standard Deviation	Percentage of agreement
The teacher rank system changed my attitude towards professional development in a positive way	148	40.969	55%
The TRS encouraged me to conduct training workshops, educational seminars, and model lessons	213	66.679	60%
The TRS motivated me to do exchange visits in cooperation with colleagues, the principal, and the relevant supervisor	231	70.259	65%
The TRS motivated me to conduct professional learning communities at the school level	225	71.663	64%
The TRS gave me a sense of belonging and a love of community participation and volunteer work	210	66.679	61%
The TRS encouraged me to search for reliable organizations such as the Queen Rania Academy for Teacher Training and the Edraak platform to take online courses	187	57.128	55%
Total	201.43	58.963	63%

As can be seen in the table above, most teachers showed a quite high level of satisfaction toward the TRS impact on their participation in micro and macro PD activities. For example, more than 60% of teachers, especially those with 1st senior and expert ranks showed their agreement with all items related to the domain above. This could be attributed to the conditions taken into consideration by the TRS in terms of decentralizing the PD activities and encouraging teachers to get involved in these micro and macro activities seeking for mastery, promotion and professionalism.

Also, this result could be attributed to teachers' Identified motivation' as presented in Table 2 (Motivation Types), which shows that 57% of teachers

justified their attendance to micro and macro PD activities to their awareness of the importance of these activities for their academic success. This result goes hand in hand with the proponents of on-site and decentralization PD like Alkhawaldeh (2017), and Buckner, Chedda & Kindreich (2016) who demonstrated that such kind of PD helps teachers exchange experience; find social and motivational support; increase the sense of autonomy, confidence and academic-well-being; and decrease the sense of loneliness and isolation.

The results shown in the table above are in alignment with the premises of the SDT that focus on addressing the teachers' psychological basic needs, namely autonomy, belongingness, and competence. For example, 65% of respondents expressed their satisfaction with chances provided for them by the TRS that enhanced their sense of belonging and love of community participation and voluntary work. In addition, the majority of respondents expressed their autonomy through the items 2, 3, 4 and 6 mentioned in the table above. For example, 60.6 of teachers responded with agreement to item 6 which says "The TRS encouraged me to search for reliable organizations such as the Queen Rania Academy for Teacher Training and the Edraak platform to take online courses". Overall, the average across all items is 201.43, with a standard deviation of 58.963, which indicates some variability in the responses across the different items. The mean and standard deviation provide insights into the average level and the degree of dispersion of teachers' attitudes towards the TRS in relation to various aspects of PD.

Table 5

The Relationship between Portfolios as Part of the TRS and the Documentation skill

Item	Mean	SD	agreement %
The TRS has demonstrated how important it is to publish and share the assessment criteria with the targeted audience in advance	239	80.678	64%
The TRS has changed my outlook towards portfolios as one of the authentic assessment methodologies	266	86.124	66.7%

Cont. Table 5*The Relationship between Portfolios as Part of the TRS and the Documentation skill*

Item	Mean	SD	agreement %
The TRS has improved my classification skills by placing each group of achievements together	261	94.471	70%
The TRS has drawn my attention to the importance of documenting the classes I attend, the learning communities I conduct and the voluntary and official activities I do.	248	83.667	74%
The TRS has intrigued me to have a portfolio and to include it with my best achievements	229	79.112	77%
Before the TRS, I did not use to document my work and achievements	228	94.183	68%
Total	241.833	88.699	68%

As can be seen in the table above, most teachers were satisfied with the impact of the TRS on their documentation skill. For example, item # number 1 in the table above has an arithmetic mean of 239, showing that 64% of teachers perceive the TRS as effective in emphasizing the importance of publishing evaluation criteria with the targeted audience in advance. Almost 67% of respondents have a positive outlook towards portfolios as one of the authentic assessment methodologies. More than 75% of teachers showed their agreement with items 3, 4, 5, and 6, and this result could be attributed to those procedures imposed by the TRS through which teachers are requested to have an achievement portfolio to save and organize their work. This result goes hand in hand with the advocates of portfolios like Douglas (2000), and Marianne & Denise (2016) who articulated that the rationale behind using a portfolio along with other techniques of work evaluation is to obtain a robust reflection of individuals' work, and encourage critical thinking and self-evaluation, and assessment of people's performance through genuine work.

The results shown in the table above are in alignment with the results of the Duong and Seepho's study (2017) in which they found that portfolios increase individuals' basic needs, particularly relatedness and competence, and

this goes shoulder to shoulder with the results of the first domain. In addition, the majority of respondents expressed their competence and autonomy through the items of this domain mentioned in the table above. For example, 74% of teachers responded with agreement to item 4, which says "The TRS has drawn my attention to the importance of documenting the classes I attend, the learning communities I conduct, and the voluntary and official activities I do". Item number 6, in the table above, has an arithmetic mean of 228, indicating that, on average, teachers were not accustomed to documenting their work before the implementation of the TRS. Overall, the average across all items is 241.833, with a standard deviation of 88.699. This indicates some variability in the responses across the different items. The mean and standard deviation provide insights into the average level and the degree of dispersion of teachers' perceptions and experiences regarding the TRS's impact on their documentation practices.

Table 6*The Relationship between the TRS and Self-Reflection Skill*

Item	Mean	SD	Percentage of Agreement
The TRS has improved my self-reflection skill	217	20.736	61.7%
The TRS has enhanced my ability in exploring my points of strength and weakness	215	4.899	62%
The TRS has improved my planning skill so that I can construct my plan of professional development growth based on self-reflection	219	5.715	62%
The TRS has motivated me to launch creative initiatives based on those ideas I have already identified in the self-reflection stage	239	11.979	67%
The TRS has improved my Intrapersonal Intelligence which means to better understand myself	218	22.778	62%
The TRS has ignited my hidden potentials to be more aware of my profession needs and demands	212	24.244	61%
Total	218	11.463	63%

As can be seen in the table above, the majority of teachers showed agreement with all items related to the impact of the TRS on their self-reflection skill. For example, item number 1 came with an arithmetic mean of 217, and an agreement percentage of 61.7 indicating that teachers perceive the TRS as contributing to the development of their self-reflection skill. Item number 2, which has an arithmetic mean of 215, and an agreement percentage of 62% indicating that teachers perceive the TRS as enhancing their ability to identify strengths and areas for improvement in various domains. The low standard deviation of 4.899 suggests a relatively narrow range of responses, with most teachers perceiving a similar impact on this skill. Like items 1 and 2, the other items 3, 4, 5, and 6, as shown in the table above have similar values in terms of the arithmetic mean and the agreement percentage. Overall, the average across all items is 218, with a standard deviation of 11.463. This indicates some variability in the responses across the different items. The mean and standard deviation provide insights into the average level and the degree of dispersion of teachers' perceptions and experiences regarding the development of various skills through the TRS.

This result could be attributed to teachers' 'Identified motivation' as shown in Table 2 (Motivation Types) which shows that 65.4% of teachers conducted self-reflection due to their awareness of its importance for their academic success. The result could also be attributed to those procedures imposed by the TRS through which teachers are requested to construct a professional development plan by which they assign the areas of weakness and strength. Furthermore, the results of this domain go hand in hand with the advocates of self-reflection like Rudolph (2019), Perez & Ruz, (2014), and Rubio (2002) who assured that the more familiar and adaptable teachers are with the skill of self-reflection, the more professional they become and the more convinced they are to participate in different professional development activities.

This is also congruent with the premise of the Intrapersonal intelligence for Howard Gardner (2011) who stated that the reflective practice - as a modus operandi and a pedagogical tool that capacitates individuals to better understand themselves - is used to harness intrapersonal intelligence through

which individuals become more aware of themselves by being more aware of their personal strengths and weaknesses. The results shown in the table above are also in alignment with the Internalization premise in which people try to change socially accepted regulations into values and self-controls. In other words, it is a method by which people integrate and assimilate social regulations, and accept them as their own regulations (Deci and Ryan, 2017).

To answer the 3rd research question: Are there statistically significant differences between the TRS and teachers' participation in macro and micro PD activities, attributed to gender, qualification and rank at $\alpha \leq 5\%$?, means and standard deviations for the three demographic variables were calculated as shown in Table 7 below. Besides, a One-Way Analysis of Variance (ANOVA) was used as shown in Tables 8 and 9 below.

Table 7

Means, Standard Deviations of the Teachers' Responses towards the Relationship between the TRS and Their Participation in Micro and Macro PD Activities according to Gender, Qualification and Rank.

Variable		No.	Mean	St. D
Gender	Male	145	3.70	1.04
	Female	140	2.90	1.17
Qualification	BA	196	2.44	1.72
	MA	78	2.65	1.44
	PhD	11	3.40	1.32
Rank	Teacher	159	1.88	0.98
	1st teacher	105	2.17	1.18
	Expert teacher	21	2.74	1.31

According to the values presented in the table above, it is noticed that Male teachers with a mean score of 3.70 showed that the TRS has played

an influential role on their participation in micro and macro PD activities. For them, there is a quite strong relationship between the TRS and their motivation to participate in PD activities. In the same regard, it can be clearly observed from the mean scores, calculated in the table above, that both male and female teachers who have a PhD degree and an Expert Teacher Rank have shown more positivity and optimism towards the impact of the TRS on their involvement in PD activities than those teachers who have (teacher, senior teacher ranks) and (BA, MA degrees). On the other hand, female teachers who hold BA degrees and the Teacher Rank have shown less impact for the TRS on their participation in micro and macro PD activities than other qualification degrees and teacher ranks holders.

Table 8

ANOVA Analysis of the Mean Scores of Teachers' Responses toward the Relationship between the TRS and Teachers' Participation in Micro and Macro PD Activities

The Relationship between the TRS and Teachers' Participation in Macro and Micro PD activities	Sum of Squares	df	Mean square	F	Sig.
Gender					
between groups	1.97	1	0.675	10.54	0.60
within groups	114.06	283	1.18		
Total	116.03	284			
Qualification					
between groups	1.38	2	0.534	12.50	0.45
within groups	111.23	282	2.34		
Total	112.61	284			
Rank					
between groups	1.44	2	0.341	10.34	0.048
within groups	211.3	282	2.21		
Total	212.74	284			

Based on the analysis of variance of the means displayed in Table 8 above, the results revealed that there were no statistically significant differences of teachers' responses toward the relationship between the TRS and teachers' participation in micro and macro PD activities at $\alpha \leq 0.05$ attributed to the variables of gender and qualification, which had the following F values 10.54, 12.50 and Sig. values 0.60, 0.45, respectively. On the other hand, there was a statistically significant difference between the TRS and teachers' participation in micro and macro PD activities at $\alpha \leq 0.05$ attributed to the 'Rank' variable with an F value 10.34 and a Sig. value 0.048. To accurately identify which pairs of groups have significantly different means, Tukey range test for post-comparisons was used.

Table 9

Tukey Range Test for Post-Comparisons

Group		Mean Difference	Std. E	Sig.
1	2	-2.400	1.000	0.076
	3	2.400	1.000	0.076
2	1	2.400	1.000	0.076
	3	5.000 *	1.000	0.04
3	1	-2.400	1.000	0.076
	2	-5.000*	1.000	0.04

According to the post-comparisons analysis results gained by Tukey' test, it was noted that there were statistically significant differences between groups 2 and 3, as shown in the table above. In other words, there were statistically significant differences between the Qualification and Rank. It was also noticed that there were no statistically significant differences among the other groups.

Conclusions and Recommendations

The TRS, as one of the JMoE's reforms, which concentrates on the idea of on-site or decentralized PD, has matched and fulfilled the premises of the

SDT through its obligatory and optional activities teachers are required to accomplish when applying for any of the teacher ranks already presented. It seems obvious that teachers' Internalization level which has played a crucial role in shaping the motivation type through autonomy, relatedness and competence is going up and down, based on the rank that teachers already have. The higher rank and academic degree teachers have, the better internalization they yield. For example, the level of internalization that expert teachers have is proved to be better and stronger than their colleagues who still hold the 'Teacher Rank', or senior Teacher Rank. This complies to a high extent with what Ryan & Deci (2017) focused on when they deciphered the SDT's tenets. According to them, 'Internalization' is not automatic; rather, it requires nutrients to be successful, just like other natural processes, like intrinsic motivation.

For Internalization to take place beside the nutriment, there must be sufficient chances and exposure for individuals to freely process the targeted skills, actions, values, and regulations. Support for relatedness, competence, and autonomy enables people to actively reshape regulations and requirements to fit their own, increasing their feeling of self-determination. The results of this study confirm what has been demonstrated by numerous studies such as Ryan and Deci (2017) who found out that when individuals are autonomously motivated, whether by intrinsic motivation or by well-internalized sorts of extrinsic motivation such as the 'Identified motivation', they exhibit greater enthusiasm, liveliness, and self-assurance, which leads to improved performance, novelty, commitment, and overall well-being.

Since SDT is concerned with the social linkage and environment, particularly by addressing how people interact and communicate within a certain context, it seems that there is a strong connection between the three psychological needs, namely autonomy; relatedness and competence from one side, and the self-determined motivation from the other. The results of this research study, based on the interpretations of the SDT premises and psychological needs, reveal that the 'TRS', as one of the highly regulated extrinsic motivation forms (Identified Extrinsic Motivation), has played an effective role in attracting the teachers' attention towards the importance of PD and increasing their participation in macro and micro TPD.

As the teacher's rank and degree are considered the most effective factors influencing teachers' attitude towards their participation in macro and micro PD activities, this confirms the SDT's humanistic assumption that individuals actively orient themselves toward growth and self-development. That is, when the psychological needs (competence, autonomy, and relatedness) are met, motivation and mental health are enhanced. Conversely, when these needs are not met, motivation and well-being are negatively impacted. The optimal functioning of the natural tendencies for growth and integration, as well as for positive social development and personal well-being, appears to depend on the satisfaction of psychological needs.

It is important to note that the analysis is based on the provided responses and does not capture the full range of possible reasons for attending professional development activities, documenting achievements, or conducting self-reflection. Further research and analysis may be necessary to explore additional factors and to validate the findings in a larger and more diverse sample. By examining the following variables and their effects among the sample of this study whose results are expected to contribute to the existing body of knowledge on the impact of the TRS on PD in terms of documentation and self-reflection skills, the findings of this analysis will have practical implications for educational institutions; policymakers; and teachers themselves, guiding the development of targeted interventions and strategies to enhance professional growth and overall educational quality.

With reference to the findings of this study, the researcher came up with the following recommendations:

- 1 - Coming up with new teacher ranks to keep teachers highly motivated, more internalized, more autonomous, more engrossed and competent by exciting their curiosity towards the recent developments and enhancements in the field of education. Therefore, it is important for educational administrators, curricula developers, and policy makers to comprehend the elements that influence teachers' motivation.
- 2 - Conducting similar studies on a larger sample of teachers from different disciplines and different regions to determine teachers' motivation type and attitude towards the TRS.

- 3 - Improving the training and professional development programs available for teachers, regardless of their gender, rank, or qualification. This may enhance teachers' self-determination level and attitudes towards participating in professional development activities.
- 4 - Providing and increasing support and training for teachers of different ranks and qualifications to enhance their skills in documentation and self-reflection. This can include workshops, community of practice, mentoring programs, and resources tailored to their specific needs.

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العلاقة بين نظام رتب المعلمين والتنمية المهنية للمعلمين في ضوء نظرية تقرير الذات

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وزارة التربية والتعليم

المملكة الأردنية الهاشمية

الملخص

الأهداف: هدفت هذه الدراسة إلى الكشف عن العلاقة بين نظام رتب المعلمين والتنمية المهنية للمعلمين الأردنيين، في ضوء نظرية تقرير الذات من حيث دافعية المعلمين ومشاركتهم في أنشطة التنمية المهنية الفردية والجماعية. كما حاولت الدراسة الكشف عن أثر نظام رتب المعلمين في تحسين مهارتي التوثيق والتأمل الذاتي لدى المعلمين المتقدمين للرتب. **المنهجية:** استخدم الباحث التصميم الوصفي الكمي من خلال استبانة بمقياس ثلاثي مكونة من 18 فقرة بثلاثة مجالات رئيسية. ولتحديد نوع دافعية المعلمين، تم تطوير مقياس دافعية مصغر. تكوّنت عينة الدراسة من 350 معلماً ومعلمة من مديرية تربية عجلون. **النتائج:** بناء على نتائج مقياس الدافعية، تبين بأن معظم المعلمين المشاركين في هذه الدراسة لديهم دافعية شبه ذاتية (يعدُّ هذا النوع من الدافعية أحد أكثر أشكال الدوافع الخارجية تنظيماً) للمشاركة في أنشطة التنمية المهنية الفردية والجماعية؛ مما يدل على وجود علاقة قوية بين نظام رتب المعلمين والتنمية المهنية للمعلمين. وأظهرت الدراسة أنّ الرتبة التي يحملها المعلم المتقدم للرتبة الأعلى وخصوصاً المعلمون الذين لديهم رتبة معلم أول وخبير كان لها أثر كبير في مشاركة المعلم في أنشطة التنمية المهنية وفي مهارات التوثيق والتأمل الذاتي؛ في حين كشفت الدراسة عن عدم وجود تأثير فاعل لمتغير الجنس والمؤهل العلمي. **الخلاصة:** تأتي هذه النتائج مؤامة مع مبادئ نظرية تقرير الذات وبالتحديد مع الاستقلالية، الانتماء، الكفاءة، والتدويت.

الكلمات المفتاحية: نظام رتب المعلمين، التنمية المهنية للمعلمين، نظرية تقرير الذات.

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Research Interests: Strategies for teaching English, Realistic evaluation strategies, 21st century skills, The importance of context in teaching and learning English, Content analysis of English language studies, The effect of literary texts on learning foreign languages.

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