MOTIVATIONAL FACTORS IN INDONESIAN SECONDARY EFL TEACHERS' ONLINE CPD PARTICIPATION

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ABSTRACT

Motivation plays a critical role in driving teachers to engage in continuous professional development (CPD), influenced by a combination of intrinsic and extrinsic factors alongside contextual challenges. This study investigates the motivational factors shaping Indonesian secondary EFL English teachers' participation in the *Pengembangan Kompetensi Guru Bahasa Inggris* (PKGBI) program, an online CPD initiative organized by the Ministry of Education. Employing a qualitative case study design, data were collected through an online questionnaire consisting of Likert-scale and open-ended items. Findings reveal that both intrinsic (e.g., self-improvement, teaching competence) and extrinsic motivation (e.g., institutional support, career advancement) strongly influence participation. However, significant contextual barriers, such as unequal access to technology, inadequate infrastructure, and time constrains continue to hinder participation, particularly among rural teachers. The study suggests the need for smaller, context-sensitive CPD programs tailored to local conditions. By leveraging motivational factors and addressing participation barriers, such programs can enhance teacher engagement and ultimately contribute to better educational outcomes.

Keywords: EFL Teacher Training, Extrinsic Motivation, Intrinsic Motivation, Professional Development, Teacher Motivation

A. INTRODUCTION

Teachers' motivation to engage in Continuous Professional Development (CPD) is shaped by a combination of intrinsic and extrinsic factors. According to Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2020), Intrinsic motivation arises from an internal drive for personal growth, autonomy and competence, such as a passion for teaching or a desire to improve student outcomes. Extrinsic motivation, on the other hand, is influenced by external incentives such as career advancement, certification, and institutional recognition (Herzberg, 1996; Fandiño et al., 2019). These motivational drivers can support sustained engagement in CPD activities, especially when programs align with teachers' needs and classroom realities. Research emphasizes the importance of designing CPD initiatives that are perceived as relevant, practical, and directly applicable to teaching practices (Yang, 2021). However, many English teachers have voiced concerns about the limited usefulness of

current programs, noting that they often fail to improve classroom competencies or address specific professional challenges (Mekie, 2023; Rahman et al., 2015).

Nevertheless, motivation alone is not sufficient to ensure participation in CPD. Even when teachers are highly motivated, their engagement is often hindered by contextual barriers that limit access and opportunity. Among these barriers, technological readiness and resource disparities are particularly significant in Indonesian context. Limited internet access, inadequate technological infrastructure, and a lack of digital literacy disproportionately affect teachers in rural areas, making it difficult to participate in online CPD programs (Rasmitadila et al., 2020; Tarigan & Stevani, 2021). Institutional support, such as the provision of time, equipment, and encouragement, also plays a critical role in enabling access and reducing professional isolation (Guskey, 2002). For instance, in a district-level teacher forum (MGMP) in West Java, only 10 out of 73 teachers participated in the PKGBI (*Pengembangan Kompetensi Guru Bahasa Inggris*) program. This low participation rate illustrates how structural limitations, rather than a lack of motivation, can significantly impede teachers' professional development.

While these contextual barriers are significant, broader research has also examined the motivational dynamics influencing CPD engagement. Globally, studies have explored the role of intrinsic motivation such as personal fulfilment, and extrinsic incentives, such as financial rewards in shaping CPD participation (Bøhn & Dysthe, 2021). However, little is known about how these dynamics operate within Indonesia's cultural and institutional context. The misalignment between CPD content and teachers' actual needs, coupled with structural barriers like inadequate support, further undermines participation (Gonzaga, 2024). The urgency of this issue is underscored by Indonesia's low English proficiency ranking—79th out of 113 countries (EF Education First, 2025). With the government's plan to make English a core subject in Elementary schools by 2027 (The Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Number 12 of 2024), the need for effective CPD program is critical. However, participation in initiatives like PKGBI—the 10-week training program which includes structured assignments and online sessions—remains low, raising concerns about both motivation and accessibility.

1. General Overview of Teacher Motivation in CPD

Motivation is the driving force that enables individuals to engage in behaviours aimed at fulfilling their needs or achieving desired goals, ultimately leading to satisfaction (Bayraktar, 2015, as cited in Özen & Karaca, 2021). In the teaching profession, motivation is critical for shaping educators' performance, effectiveness, and job satisfaction. Both intrinsic and extrinsic motivation significantly impact teachers' job performance, with supportive leadership emerging as a key factor in fostering a positive and motivating work environment (Febriani et al., 2024). Moreover, motivated teachers are more likely to exhibit higher self-efficacy and foster self-regulated learning (SRL) among students, contributing to enhanced student engagement and learning outcomes (Jud et al., 2024). Addressing teachers' motivational needs is crucial for improving job satisfaction, reducing turnover, and enhancing professional growth. Professional development opportunities, supportive leadership, and institutional policies that prioritize autonomy and competence have been shown to strengthen teacher motivation and ensure sustained engagement in the teaching profession (Tamášová et al., 2024). By creating environments that nurture both intrinsic and

extrinsic motivational factors, educational institutions can foster a virtuous cycle of professional fulfilment and improved student learning outcomes.

2. Theoretical Foundation: SDT and HerzBerg's Theory

The theoretical foundation of teacher motivation can be understood through Self-Determination Theory (SDT) and Herzberg's Motivation-Hygiene Theory. SDT highlights three fundamental psychological needs: autonomy, competence, and relatedness, as essential to fostering individual motivation, well-being and professional satisfaction (Deci & Ryan, 1985; Ryan & Deci, 2020). Complementing SDT, Herzberg's Motivation-Hygiene Theory (1966, as cited in Acar & Erozan, 2024) distinguishes between two sets of factors: motivators (e.g., recognition, achievement, growth) that lead to job satisfaction and *hygiene factors* (e.g., policies, working conditions) that if inadequate, lead to dissatisfaction. Both theories provide a dual-lens framework for analyzing teacher motivation, helping to explain why some teachers actively pursue professional development while others disengage, despite external opportunities or pressures. Building on these theoretical foundations, motivation in professional development is commonly classified into two interrelated types: intrinsic and extrinsic. In the context of EFL teachers' participation in programs such as PKGBI, understanding the interaction between these motivational dimensions is critical. The following sections examine each in dept, breaking them down into key components relevant to teachers' decision-making and engagement with CPD.

3. Intrinsic Motivation

Intrinsic motivation plays a central role in shaping teachers' engagement in professional development and can be understood through two key dimensions: personal interest and professional growth. Teachers' intrinsic motivation often arises from a genuine passion for teaching and a strong interest in their subject matter, making them more likely to participate in programs that align with their professional values and personal goals. In the context of the PKGBI program, this alignment is reflected in how the training resonates with their enthusiasm for English language teaching and reinforces their sense of purpose. At the same time, intrinsic motivation is also driven by the desire for professional growth, as teachers seek opportunities to enhance their skills, refine their teaching practices, and achieve personal fulfilment through continuous learning. When professional development programs such as PKGBI provide targeted, meaningful content, they not only address teachers' intrinsic needs but also foster deeper commitment to lifelong learning and sustained professional engagement (Deci & Ryan, 2000; Klassen, Perry, & Frenzel, 2012).

4. Extrinsic Motivation

Extrinsic motivation refers to the external factors that drive teachers' engagement in professional development, which can be understood through three key dimensions. First, career advancement plays a crucial role, as many teachers join programs such as PKGBI to secure promotions, improve job stability, or gain access to more prestigious teaching positions. Second, certification and recognition also serve as powerful incentives, with the promise of certificates or public acknowledgment often influencing teachers' willingness to participate, as external validation enhances their professional standing (Vallerand & Ratelle, 2002). Finally, institutional expectations shape teachers' participation, particularly when mandates or requirements from schools or educational authorities compel involvement, and non-participation could result in professional consequences (Vallerand & Ratelle, 2002). Together, these dimensions demonstrate how external rewards and pressures significantly influence teachers' decisions to engage in professional development activities. Both intrinsic

and extrinsic motivations are essential for understanding behaviors and engagement, particularly in professional development contexts. These two dimensions frequently interact, influencing teachers' decisions to participate in programs like PKGBI. For instance, while intrinsic motivation may inspire teachers to enhance their skills for personal satisfaction, extrinsic incentives such as certification or recognition can complement this drive by addressing external career goals.

5. Contextual Barriers in the Indonesian Settings

Beyond individual motivations, contextual factors significantly influence teachers' decisions to engage in professional development programs like PKGBI. Teachers' workloads, encompassing teaching responsibilities, administrative duties, and other professional obligations, often determine their capacity to participate in CPD programs. High workloads can discourage participation, as seen in research linking excessive demands to absenteeism and diminished professional growth (Kaiyom et al., 2021; Kanwal et al., 2023). Programs that align with teachers' schedules and reduce additional burdens are more likely to attract participants (Bellibaş, 2024). In addition, institutional backing plays a crucial role in motivating teachers to participate in CPD. Supportive leadership, professional networks, and resource availability can create an environment conducive to engagement. Teachers are more likely to participate when schools provide dedicated time for training, access to materials, and positive reinforcement, fostering a culture of professional growth (Guskey, 2002).Given these intertwined motivational and contextual issues, this study seeks to explore the intrinsic and extrinsic motivators influencing EFL teachers' participation in the PKGBI program, along with the contextual barriers they face. Specifically, it examines how personal interests (e.g., passion for teaching) and external incentives (e.g., career advancement) interact within Indonesia's unique context. By identifying key motivational factors and challenges, this research seeks to inform the design of more effective CPD initiatives, ultimately fostering great teacher engagement, professional growth, and improved student learning outcomes.

To guide this investigation, the study posed the following research questions:
1. What intrinsic motivational factors influence Indonesian secondary school EFL teachers' participation in the PKGBI professional development program?
2. What extrinsic motivational factors, including institutional rewards and support, affect teachers' engagement with PKGBI?
3. What contextual barriers constrain teachers' access to and participation in PKGBI?

B. METHOD

This study adopts a qualitative methodology with embedded quantitative elements using case study design to explore the factors influencing teachers' demotivation to join the PKGBI training program. Qualitative research seeks to "explore and understand the meaning individuals or groups assign to a social or human problem" (Creswell & Creswell, 2018, p. 333). This approach is particularly suited to capturing the complexity of human experiences through rich, narrative data, often collected via interviews, focus groups, or open-ended questionnaires (Lee, 2024). The case study design was chosen to address the research objective of understanding "why" teachers feel demotivated within the specific context of a professional development program. A case study is well-suited to examining real-life phenomena, enabling in-depth exploration of participants' perspectives and the contextual factors influencing their experiences (Yin, 2018, p.45).

1. Participants

The data for this study were gathered using an online questionnaire distributed to English teachers in a district in West Java, where the PKGBI program, a national professional development initiative for English teachers, had been implemented. We employed a purposive sampling strategy to focus on a geographically specific group of teachers relevant to the study's aims. Participation was voluntary, and the respondents included both teachers who had taken part in the PKGBI program and those who had not, in order to capture a range motivational and contextual perspectives. A total of 20 teachers responded to the questionnaire. Participant demographics are summarized in Table 1 below.

Table 1. Demographic Information of the Participants

Demographic Factor	Category	Percentage (%)
Gender	Male	55%
	Female	40%
	Prefer not to disclose	5%
Educational Qualification	Bachelor's Degree	95%
	Master's Degree	5%
Age Range	20-29 years	10%
	30-39 years	85%
	40-49 years	5%
Employment Status	Civil Servant (PNS)	70%
	Government Employees with Employment Contracts (PPPK)	20%
	Honorary Teacher	10%
PKGBI Training status	Joined	45%
	Not Joined	55%

Data Collection

The data for this study were collected through an online questionnaire distributed to English teachers in a district in West Java. The questionnaire consisted of three parts: (1) demographic information; (2) Likert-scale items assessing intrinsic and extrinsic motivations, along with contextual influences such as workload and institutional support; and (3) open-ended questions designed to capture teachers' personal perspectives on their participation or non-participation in the PKGBI program. The instrument was developed with reference to Cohen et al., (2018, p.473), who emphasize that effective questionnaire design must align with research objectives and balance structured and open responses to capture both breadth and depth of data. The Likert-scale items used a five-point scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The interpretation of the mean scores followed standard conventions: 4.21–5.00 was categorized as *Strongly Agree*, 3.41–4.20 as *Agree*, 2.61–3.40 as *Neutral*, 1.81–2.60 as *Disagree*, and 1.00–1.80 as *Strongly Disagree* (Vagias, 2006).

2. Data analysis

After the data collection was completed, the teachers' responses were analyzed using thematic analysis. Creswell (2013, p.365) describes this process as "identifying segments of text that have meaning and assigning codes to those segments", and outlines several key steps to follow in thematic analysis. According to Braun and Clarke (2006), there are six-phase process of thematic analysis including, familiarization with the data, generating initial codes, searching for themes, reviewing theme, defining and naming themes, and producing the report. Miles et al. (2014) recommend an agreement rate between 85% and 90%. In addition, to the qualitative analysis, the Likert-scale responses were analyzed descriptively using frequency and percentage distributions. These quantitative data were used illustratively to highlight trends related to intrinsic and extrinsic motivations and contextual factors such as workload and institutional support. The descriptive approach complements the thematic analysis and aligns with qualitative designs that incorporate limited quantitative elements for contextual support (Braun & Clarke, 2006; Creswell & Plano Clark, 2018).

C. FINDINGS AND DISCUSSION

This section presents the findings of the study, which investigates Indonesian secondary school EFL teachers' motivations and challenges in participating in the PKGBI online professional development program. The analysis is structured around three main themes aligned with the research objectives: (1) intrinsic motivation, (2) extrinsic motivation, and (3) contextual barriers. Each theme is elaborated by contrasting the perspectives of teachers who joined the PKGBI program with those who did not, thereby providing a comprehensive understanding of both motivating and inhibiting factors.

1. Intrinsic Motivation

Intrinsic motivation emerged as the most prominent factor influencing teachers' attitudes toward professional development. To further illustrate how intrinsic motivation shapes teachers' engagement in professional development, the following table presents a comparison between participants who joined and those who did not join the PKGBI program.

Table 2. Intrinsic Motivation Summary of Joined and Non-Joined Participants

Statement	Mean (Joined)	Mean (Non-Joined)
I am personally interested in improving my teaching skills.	4.7	4.6
I feel motivated to participate in professional development opportunities like PKGBI.	4.7	4.5
I believe professional development programs are essential for my personal growth.	4.7	4.6
I find the content of PKGBI relevant to my teaching practice.	4.8	4.5
Average	**4.7**	**4.6**
Percentage (%)	**94**	**92**

The results indicate that both groups of teachers, those who joined and those who did not join the PKGBI program, expressed a very high level of intrinsic motivation, with mean scores ranging from 4.5 to 4.8 and overall percentages of 92% and 94%, respectively. The consistently strong agreement across all statements suggests that teachers value professional

development as an essential means for improving their skills, fostering personal growth, and enhancing their teaching practice. Although the differences between the two groups are minimal, the slightly higher scores among PKGBI participants imply that stronger intrinsic motivation may contribute to actual engagement in the program. This indicates that the survey results indicated that teachers in both groups showed high levels of intrinsic motivation toward professional development.

While the survey shows general patterns of intrinsic motivation, the open-ended responses give more personal examples of why teachers value professional development. Many participants emphasized the value of self-improvement and the opportunity for continuous growth. For instance, a joined teacher stated, "I joined because I want to improve my competence and network with fellow English teachers." Another mentioned the desire to "upgrade English skills" and "continue to learn." Similarly, a non-joined participant wrote, "The importance of self-development to improve my competence and the quality of my learning, that's why I am interested in the PKGBI program." Several responses suggested that participation was not solely about personal interest but also about staying relevant and confident as an educator. A non-joined teacher explained, "I think my abilities are stuck in place, so I hope that from PKGBI I will be able to improve my skills to support teaching and learning activities." This highlights an internal drive to overcome stagnation and fulfil professional potential. These findings align closely with the principles of Self-Determination Theory (SDT), particularly the needs for autonomy and competence (Deci & Ryan, 1985). They demonstrate that teachers' intrinsic motivation is shaped by a sense of personal agency and the belief that their efforts contribute meaningfully to their professional role. More recently, Ryan and Deci (2020) reinforced that intrinsic motivation is enhanced in autonomy-supportive environments, where teachers feel ownership over their learning. Vansteenkiste et al. (2018) further assert that when learning is perceived as personally meaningful, intrinsic and identified motivation interact to sustain long-term engagement.

2. Extrinsic Motivation

In addition to internal factors, external motivation also influences teachers' decisions to join professional development programs. Support from institutions, recognition, and opportunities for career advancement can be important reasons for participation. The following table compares teachers who joined PKGBI and those who did not, focusing on institutional support, external pressure, and career-related benefits.

Table 3. Extrinsic Motivation Summary of Joined and Non-Joined Participants

Statement	Mean (Joined)	Mean (Non-Joined)
I feel that my institution encourages or supports my participation in professional development programs.	4.7	4.5
I don't feel external pressure to participate in CPD programs.	3.9	3.9
I believe participating in PKGBI would improve my chances of career advancement or job security.	4.4	4.4
I think that the rewards of participating (e.g., salary increase, promotion) are worth the effort.	4.4	4.4
Average	**4.35**	**4.3**
Percentage (%)	**87**	**86**

The data above showed high levels of agreement regarding the role of institutional encouragement, career incentives, and perceived benefits of participation. Teachers who joined the PKGBI program reported an average score of 4.35 (87%), while non-joined participants reported an average of 4.3 (86%). These scores indicate that participants generally agreed to strongly agreed with statements reflecting extrinsic motivational drivers. While the survey results give a general picture of extrinsic motivation, the open-ended responses provide more detailed views of teachers' expectations and experiences. Participants shared detailed hopes for institutional support, sustained access, and meaningful professional recognition. One joined teacher expressed appreciation for the opportunity to learn independently but added, "I hope the program will continue and access to the LMS will be extended." Others hoped for more practical outcomes, such as skill improvement and sustainable certification. A non-joined participant highlighted the desire for targeted skills, "I hope PKGBI can facilitate us in developing our professional competence, especially in speaking and writing skills." Several participants emphasized the importance of structured support from their institutions, including permissions, infrastructure, and encouragement. These expectations indicate that teachers not only value external incentives but view them as instrumental to advancing their professional journey. One teacher noted, "I expect to gain relevant and practical learning materials implemented in the classroom, and improve language skills." These findings suggest that institutional rewards and recognition contribute meaningfully to teachers' motivation to engage in CPD activities. When institutional support is perceived as empowering rather than controlling, it reinforces autonomy and strengthens engagement. Importantly, Ryan and Deci (2020) emphasized that when extrinsic goals are integrated with one's identity, they can enhance motivation without compromising autonomy. These challenges were rooted not in a lack of motivation, but in a range of contextual constraints that affected teachers' ability to fully engage with the PKGBI program.

3. Contextual barriers

While motivation is a strong factor, teachers' participation in professional development is also shaped by contextual barriers. Workload, institutional support, internet access, and time constraints can either enable or hinder their engagement in programs like PKGBI. To illustrate these challenges, the following table compares the perceptions of teachers who joined PKGBI with those who did not.

Table 4. Contextual Factors Summary of Joined and Non-Joined Participants

Statement	Mean (Joined)	Mean (Non-Joined)
I have a manageable teaching workload that allows me to participate in additional training.	4.1	4.2
My school provides sufficient institutional support for attending professional development programs.	4.4	4.2
My school is located in an area with stable internet access, making it easy for me to participate in online CPD programs.	3.6	2.9
I faced time constraints, such as workload or family obligations, making it difficult to participate in the PKGBI program.	2.4	2.7
Average	**3.625**	**3.5**
Percentage (%)	**72.5**	**70**

The data suggest that contextual barriers moderately influenced teachers' participation in PKGBI, with average scores of 72.5% for joined participants and 70% for non-joined participants. Both groups reported relatively strong agreement that institutional support and manageable workload facilitated their engagement, though workload scores were slightly higher among non-joined teachers. However, internet access emerged as a notable challenge, particularly for non-joined participants (M = 2.9), indicating that technological limitations may hinder access to online CPD. Interestingly, both groups showed relatively low agreement on time constraints, suggesting that while workload and family obligations exist, they were not perceived as the main obstacle compared to institutional or technological factors.

The survey results indicate that contextual barriers, such as workload, institutional support, and internet access, posed notable challenges for both joined and non-joined participants. While these quantitative findings reflect general trends, the open-ended responses provide deeper insights into teachers' lived experiences and specific challenges that shaped their ability to participate in the PKGBI program. For example, a joined participant pointed out, "The schedule sometimes clashes with other trainings," indicating time management challenges. A non-joined teacher noted, "Internet access at our rural school is very unstable, which affects my ability to attend training," emphasizing the technological divide. Another explained, "Time is still a problem due to my dual role as vice principal," highlighting the additional burden of administrative duties.

These types of structural challenges, related to time availability, internet access, and overlapping responsibilities, reflect what Herzberg termed "hygiene factors": basic working conditions that, when lacking, cause dissatisfaction (Herzberg, 1996). From a self-determination theory (SDT) perspective, Ryan and Deci (2020) argue that environments that fail to support autonomy, competence, and relatedness can frustrate even the most motivated individuals. In this study, it becomes evident that without adequate institutional and logistical support, many teachers, despite strong intrinsic and extrinsic motivation, are unable to fully participate in professional development opportunities like PKGBI.

The integration of thematic and descriptive analysis reveals a consistent pattern that Indonesian secondary EFL teachers are highly motivated to pursue professional development, driven by both intrinsic interests (e.g., personal growth, teaching improvement) and extrinsic factors (e.g., institutional support, career advancement). Notably, this motivation is evident among both teachers who joined the PKGBI program and those who did not, indicating that lack of motivation is not the primary barrier to participation. Instead, participation appears to be largely constrained by external, structural barriers. These include time limitations due to demanding teaching loads and administrative responsibilities, inadequate internet access, particularly in rural or under-resourced areas, and inconsistent support from school leadership. Such barriers often overpower teachers' personal and professional drive, particularly among those who were unable to enrol in the program despite expressing strong interest.

Viewed through the lens of Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2020; Vansteenkiste et al., 2018), these findings underscore a critical insight that motivation alone is insufficient without a supportive environment. SDT posits that sustained engagement in learning depends on the fulfilment of three basic psychological needs, autonomy, competence, and relatedness. When these needs are thwarted by contextual constraints, even highly motivated individuals may disengage or be unable to act on their

intentions.This study, therefore, points to the need for a dual strategy: one that both nurtures internal motivation through meaningful and relevant training content and simultaneously addresses contextual and institutional barriers. Ensuring flexible scheduling, improving digital infrastructure, and cultivating school-level support systems are as essential as offering engaging training content. Only by aligning motivational and environmental supports can teacher professional growth be fully enabled and sustained over time.

D. CONCLUSION

This study investigated the motivational factors influencing Indonesian secondary EFL teachers' participation in the PKGBI online professional development program. It aimed to understand how intrinsic and extrinsic motivation, along with contextual conditions, shaped teachers' decisions to join or not join the training. The findings revealed that both joined and non-joined participants demonstrated high levels of intrinsic motivation, such as a desire for self-improvement, enhanced teaching skills, and professional identity development. Extrinsic motivators, including institutional encouragement and opportunities for career advancement, also played a substantial role. However, participation was hindered by contextual barriers, especially among non-joined teachers, including limited internet access, time constraints, and insufficient institutional support. These findings carry important implications for the design and implementation of professional development programs. The study underscores that motivation alone is not enough; even highly motivated teachers may be unable to participate without adequate environmental support. From Self-Determination Theory perspective, this highlights the need to fulfil teachers' psychological needs for autonomy, competence, and relatedness through supportive school cultures and enabling infrastructure. The results also reflect broader systemic issues in Indonesian education, where inequalities in access to digital tools and institutional backing create uneven opportunities for teacher growth. Thus, any attempt to scale CPD programs like PKGBI must consider both individual motivation and structural readiness.

Based on these findings, several recommendations can be made. First, program designers should ensure that professional development offerings are relevant, flexible, and practically aligned with teachers' classroom realities to foster intrinsic engagement. Second, schools and education authorities should strengthen extrinsic incentives such as career-linked rewards and recognition while promoting a culture of continuous learning. Third, contextual barriers must be addressed through improved internet access, workload management, and institutional support, particularly in rural and under-resourced areas. Finally, targeted outreach and follow-up support for non-joined teachers can help identify and mitigate specific obstacles. Future research could explore the longitudinal impact of PKGBI participation, as well as strategies to sustain motivation in less favourable environments.

Declaration of Competing Interest
The authors declare that they have no competing financial or personal interests that could have influenced the content or outcome of this article.

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