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Intrinsic Motivation and the Future of Professional Development across Genders, Qualifications, and Experience

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Abstract

Contrary to expectations, a global survey of recent graduates found no direct link between participation in Continuing Professional Development (CPD) and their self-determination or motivation. Despite diverse backgrounds and consistent high intrinsic motivation, the study challenges traditional assumptions about motivation being solely driven by CPD. This highlights the inherent value individuals place on professional development, potentially driven by personal growth aspirations or intellectual curiosity. The lack of a direct CPD-motivation link suggests a crucial shift towards more holistic development strategies. Beyond just technical skills, incorporating soft skills training, leadership development, and emotional intelligence workshops could create well-rounded professionals equipped for the modern workplace. The consistent self-determination levels across diverse groups imply receptiveness to guidance and support. Exploring the potential of mentorship programs could be highly beneficial, offering personalized advice, career guidance, and role models, potentially boosting intrinsic motivation and career satisfaction. This study paves the way for a more effective professional development framework that prioritizes intrinsic motivation, fosters a love for learning, and offers flexible learning avenues catering to individual preferences and styles. Incorporating technical skill development, soft skills training, mentorship opportunities, and tracking progress holistically, organizations and individuals can move beyond a transactional view of CPD and unlock its true potential: fostering not just technically skilled professionals, but also self-determined, intrinsically motivated individuals ready to thrive in the ever-evolving workplace.

Keywords: Continuing Professional Development (CPD), Intrinsic Motivation, Professional Engagement, Learning Motivation

1. Introduction

In a rapidly evolving professional landscape, Continuing Professional Development (CPD) has become the cornerstone of maintaining and upgrading skills, ensuring career advancement, and adapting to emerging industry trends. However, beyond technical proficiency, Gould, Drey, & Berridge (2007) posit that the success of CPD hinges on individual motivation to engage. While recent studies (Filipe et al., 2014; Boonyawongvirot, 2019) highlight diverse motivational factors like career aspirations, intrinsic passion, industry standards, and networking opportunities, a deeper understanding of these drivers is crucial for educators and CPD organizers to tailor programs that resonate with professional needs and maximize engagement. This study aims to delve deep into the motivational landscape of CPD participation. Employing a rigorous survey-based approach and advanced statistical analysis, we seek to identify the primary determinants of professionals' engagement in CPD activities. Analyzing data from diverse professionals across various fields and applying descriptive statistics and regression techniques, this study strives to:

1. Identify the key motivational factors influencing professionals' participation in CPD activities.
2. Investigate the relationship between motivation levels and the types of chosen CPD activities.

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3. Examine the influence of personal and demographic factors on motivation for CPD participation.
4. Generate actionable recommendations to enhance participation based on the key findings.

Guiding this investigation are the following hypotheses:
H1: Intrinsic motivational factors are positively associated with professionals' participation in CPD activities.
H2: Professionals with higher levels of identified motivational factors participate more extensively in CPD activities.
H3: Intrinsic motivation levels correlate with the choice of specific CPD activities chosen by professionals.
H4: Organizational support and incentives positively influence professionals' motivation to participate in CPD activities.
H5: Personal and demographic factors (age, gender, and level of education) do not significantly influence the motivation to participate in CPD activities.

The central research question is how do motivational factors, organizational support, demographic variables, and existing policies and practices interact to influence professional participation in CPD activities, and what recommendations can be derived to enhance this participation based on these influences? This study holds significant implications across various dimensions. It offers professionals insights into their motivational drivers for CPD engagement, empowering them to align development choices with career goals. Organizations can use these findings to design CPD programs that resonate with employee preferences, maximizing engagement and enhancing performance. Additionally, researchers gain a foundational understanding of the complex interactions between motivation, organizational support, and demographics within CPD. This knowledge supports future research and refines development strategies. Ultimately, the study aims to guide the creation of tailored, impactful CPD programs that empower individuals and organizations to thrive in a dynamic professional landscape.

Conceptual Framework

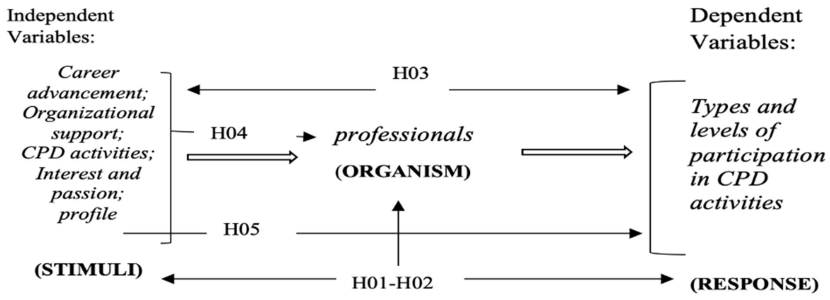

Figure 1. Simulacrum of SOR Model

The present study adopted the Stimulus-Organism-Response (SOR) model as its conceptual framework to investigate the drivers of professional engagement in Continuing Professional Development (CPD) activities. This model provided a structured approach for examining the intricate interplay between external and internal influences shaping CPD participation. The "Stimulus" component encompassed both external factors like organizational support, incentives, and CPD program characteristics, and internal factors including personal and demographic attributes. The study meticulously assessed these diverse stimuli through a survey questionnaire to understand their impact on professionals' CPD engagement. The "Organism" element focused on the individual professionals, whose internal states—perceptions, motivations, and attitudes—were influenced by the encountered stimuli. By analyzing responses regarding professionals' experiences, motivations, and perceived benefits of CPD, the study explored how interactions with external factors shaped their internal attitudes towards

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such activities. The "Response" component captured the outcome of the stimulus-organism interaction, reflected in the level and type of participation in CPD activities. The study measured variations in engagement levels and sought to identify how differing stimuli and internal states correlated with varying degrees of CPD participation The SOR model provided a valuable lens through which to examine the complex interplay of external and internal influences driving professionals' decisions and behaviors toward CPD engagement. By considering both the diverse stimuli shaping the "environment" and the individual perceptions and motivations comprising the "organism," the study sought to paint a nuanced picture of the factors influencing participation in continuous learning activities. Asserting that Stimuli (S) impact Organisms (O) leading to Responses (R), SOR was employed in this research to analyze CPD participation dynamics. Through targeted survey questions representing each SOR component, the study probed how varied motivational factors (stimuli) influenced professionals (organisms) and affected their engagement in CPD activities (responses). This framework offered a structured lens to decode complex motivational aspects, enhancing our understanding of drivers behind continuous professional development.

2. Literature Review

Continuous Professional Development (CPD) flourishes on a rich tapestry of motivations, with professionals engaging for a diverse array of reasons. This review delves into key factors driving participation, drawing from established research. For some, the ascent of the career ladder beckons, fueled by the potential for progression, increased earnings, and enhanced job security (Bourne, 2016; Gatfield & Edwards, 2005). Others are driven by an intrinsic desire for personal growth, the pursuit of new knowledge, skills, and expertise fueling their sustained engagement. Staying current with industry trends, advancements, and regulations is likewise crucial for maintaining professional effectiveness, prompting many to prioritize CPD activities (Jackson, 2017; Jarvis, 2017). Organizational support plays a pivotal role in igniting participation. Financial incentives, dedicated time for learning, and recognition programs significantly bolster engagement, as research by Wong et al. (2020) and Lim & Tan (2019) demonstrates. The potential for forging valuable connections with colleagues and experts also motivates participation, offering opportunities for knowledge sharing, collaboration, and potential career benefits (Maier, 2018; Jamieson & Quigley, 2016).

Designing impactful and engaging CPD programs hinges on understanding and catering to this diverse mosaic of motivations. Offering a tapestry of activities that cater to different learning styles, professional goals, and areas of interest is key (Wong et al., 2020; Lim & Tan, 2019). Clearly communicating the value proposition of CPD for both individuals and organizations further incentivizes participation. Fostering a culture of learning through organizational support, including financial incentives, dedicated learning time, and recognition programs, plays a crucial role (Wong et al., 2020; Lim & Tan, 2019). Technological advancements offer exciting opportunities to enhance CPD programs. Leveraging online platforms and tools can make learning experiences accessible, flexible, and engaging for a wider audience (Jarvis, 2017). Further, incorporating personalized elements, such as assessments, personalized recommendations, and flexibility in program completion, can cater to individual learning styles and preferences. Ongoing evaluation and adaptation are essential for ensuring CPD programs remain relevant, effective, and aligned with evolving needs.

3. Methodology

This study employed a mixed-methods approach, combining a descriptive research design with a quantitative data collection and analysis methodology (Creswell, 2014). This strategy provided a structured and unbiased examination of the collected data while enabling the extrapolation of findings to a broader population. This study targeted graduates from Higher Education Institutions (HEIs) worldwide who completed their degrees between 2020 and 2022. This specific timeframe aimed to capture the experiences and perspectives of individuals navigating the early stages of their professional careers and potentially facing unique challenges associated with entering the workforce during or shortly after the global pandemic. To gather diverse viewpoints from this relatively inaccessible population, the research employed a minimum sample size goal of 100 respondents. Recognizing the challenges of reaching this geographically dispersed target population through traditional sampling methods, the study opted for convenience sampling. This approach utilizes readily available participants who meet the inclusion criteria, often through existing personal or professional networks (Etikan et al., 2016).

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Within the framework of convenience sampling, the study specifically employed the snowball sampling technique. This method leverages initial participants to recruit subsequent participants from their personal or professional networks, creating a growing chain of referrals (Heckathorn, 2010). Data were collected through an online survey designed to assess participants' involvement in CPD activities and the factors influencing their engagement. The researcher-developed questionnaire comprised closed-ended questions in multiple-choice and Likert scale formats. Its purpose was to capture the extent of graduate participation in CPD programs and their perceived motivating factors. The survey underwent rigorous piloting and validation procedures. Internal consistency was demonstrated by a Cronbach's alpha coefficient of 0.86, indicating strong item reliability. Face and content validity were established through expert review, confirming the instrument's ability to accurately measure the motivational factors driving CPD participation. Descriptive statistics, including frequencies and percentages, were employed to summarize the survey data and identify trends and patterns. Descriptive statistics were instrumental in providing a comprehensive overview of the data and facilitating the exploration of the driving forces behind CPD activity participation. The data were subjected to regression analysis and other inferential statistical techniques. This type of analysis allowed for the investigation of relationships between the independent and dependent variables, such as motivations and involvement in CPD activities. Drawing on the motivational factors explored in the survey, regression analysis served as a powerful tool for identifying significant predictors of engagement in CPD activities. The combined application of descriptive and inferential statistics enabled a comprehensive data analysis and yielded insightful findings regarding the motivational factors influencing CPD participation. This methodological approach enhanced the accuracy and rigor of the study's conclusions.

Table 1. The data were interpreted using the below scale:

Rank	Scale	Verbal Interpretation
1	5.50-5.00	Very high
2	3.50-4.49	High
3	2.50-3.49	Moderately High
4	1.50-2.49	Low
5	1.00-1.49	Very Low

4. Results

Examining into the responses, the participants revealed a rich data of motivations influencing their engagement in CPD activities. This section explores the key findings that emerged from the data, illuminating the diverse factors that drive professionals to pursue continuous learning.

Table 2. Profile of the Respondents

Category	Frequency	Percentage
Entire Group	115	100
Sex		
Male	25	21.7
Female	90	78.3
Highest Academic Degree		
Bachelor's Degree	56	48.7
Master's Degree	37	32.2
Doctorate Degree	22	19.1

Length of Professional Practice		
0-5 Years	16	13.9
6-10 Years	19	16.5
11-15 Years	13	11.3
16 Years & above	67	58.3

The participant profile in Table 2 reveals a gender imbalance, with females constituting a substantial majority (78.3%) compared to males (21.7%). This disparity suggests potential gender dynamics at play within this field. Regarding academic qualifications, Bachelor's degrees were the most prevalent qualification (48.7%), followed by Master's degrees (32.2%) and Doctorate degrees (19.1%). This distribution indicates a mix of educational backgrounds, potentially reflecting diverse career paths and entry points into the field. Experience levels among participants varied considerably. The majority boasted extensive experience, with 58.3% having practiced for 16 years or longer. This mature professional makeup suggests a focus on continuous professional development (CPD) among established practitioners. However, it is noteworthy that a significant minority (13.9%) reported having less than 5 years of experience. This presence of younger professionals highlights the importance of understanding CPD motivations across different career stages. Exploring the intersection of gender and experience reveals an interesting trend. The proportion of females significantly increases with years of experience, suggesting potential gender disparities in career longevity within this field. This observation warrants further investigation in future research, delving into factors that may contribute to or mitigate these disparities.

Table 3. Continuing Professional Development (CPD) Activities Mean Rank

Continuing Professional Development (CPD)	*Mean*	*Rank*
Conferences, Seminars, & Webinars	3.03	1
Formal Course & Training Program	2.69	2
Formal Online Learning Program	2.62	3
Professional Certifications	2.36	4
Apprenticeships & Internships	2.24	5

Table 3 offers valuable insights into the relative preferences and engagement levels with different CPD activities among the study participants. The ranking based on mean scores reveals a clear hierarchy of preference, with interactive and engaging formats occupying the top ranks:

Conferences, Seminars, & Webinars (Mean Rank: 1): This category's dominance signifies the participants' strong value placed on face-to-face interaction, networking opportunities, and immediate application of learnings. The interactive nature of these formats facilitates knowledge exchange, engagement, and addressing specific professional needs. Formal Course & Training Program (Mean Rank: 2): This second position indicates the continued relevance of structured learning environments for acquiring comprehensive knowledge and skills within a defined curriculum. Participants likely appreciate the organized delivery, expert facilitation, and potential for credentialing associated with formal programs. Formal Online Learning Program (Mean Rank: 3): The relatively high ranking of online programs highlights the growing preference for flexibility and accessibility offered by digital learning platforms. Participants likely value the ability to learn at their own pace, choose from diverse options, and balance CPD with other commitments. Interestingly, professional certifications (Mean Rank: 4) and apprenticeships & internships (Mean Rank: 5) hold lower positions. While participants recognize the value of certifications and hands-on experience, they appear to prioritize formats that offer immediate professional development and engagement opportunities. This suggests a focus on practical skills and immediate application of knowledge alongside the pursuit of credentials or long-term career advancement. These results have important implications for both CPD program designers and organizations seeking to support employee development. The clear preference for interactive and engaging formats calls for innovative program designs that leverage

technology, facilitate peer-to-peer learning, and address specific professional needs. Offering blended learning approaches that combine online and offline components can cater to diverse learning styles and preferences. Recognizing the relatively lower preference for certain activities allows for targeted efforts to enhance their appeal and effectiveness. Tailoring professional certification programs to align with immediate needs and providing mentorship opportunities within apprenticeships can potentially raise their attractiveness.

Table 4. Continuing Professional Development (CPD) According to Profile

Category	Mean	SD	Interpretation
Entire Group	2.58	.76	Moderate
Sex			
Male	2.79	.80	Moderate
Female	2.52	.74	Moderate
Highest Academic Degree			
Bachelor's Degree	2.50	.81	Low
Master's Degree	2.55	.68	Moderate
Doctorate Degree	2.85	.71	Moderate
Length of Professional Practice			
0-5 Years	2.40	.82	Low
6-10 Years	2.62	.84	Moderate
11-15 Years	2.59	.65	Moderate
16 Years & above	2.61	.75	Moderate

Scale	Verbal Interpretation
4.51-5.00	Very High
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very Low

Table 4 indicates interesting patterns in CPD engagement across different participant profiles. While the overall engagement falls within the "Moderate" range with a mean score of 2.58. Male participants show slightly higher engagement than females (2.79 vs. 2.52), but both remain within the "Moderate" category. This suggests a similar commitment to CPD regardless of gender, although further research might explore potential underlying factors influencing these differences. The highest academic degree attained appears to have a subtle impact on CPD engagement. Professionals with doctoral degrees exhibit the highest average participation (2.85), followed by those with Master's (2.55) and Bachelor's degrees (2.50). While all categories fall within "Moderate," the gap between Bachelor's and the other two suggests that higher academic qualifications may be associated with slightly increased engagement in formal CPD activities. It is interesting to note that years of professional experience do not show a clear linear relationship with CPD engagement. The lowest level of participation (2.40) is observed among those with 0-5 years of experience, classified as "Low." However, all other experience categories ("Moderate") have similar average scores (2.59-2.62), suggesting no significant differences in CPD activities beyond the initial few years in the field. Despite some subtle variations, the majority of respondents across different demographic and professional groups demonstrate a moderate level of engagement in CPD activities. This highlights the overall importance of continuous learning and professional development within this population. These findings have valuable implications for CPD program design and delivery. Recognizing the overall moderate engagement level indicates a need for programs that effectively motivate and incentivize participants to continuously prioritize CPD. Catering to diverse needs and preferences based on factors like gender, education, and experience can enhance program effectiveness and attract a wider range of participants.

Table 5. Self Determination (Motivation) According to Profile

Category	Mean	SD	Interpretation
Entire Group	4.31	.47	High
Sex			
Male	4.44	.30	High
Female	4.28	.51	High
Highest Academic Degree			
Bachelor's Degree	4.32	.46	High
Master's Degree	4.28	.57	High
Doctorate Degree	4.33	.37	High
Length of Professional Practice			
0-5 Years	4.38	.46	High
6-10 Years	4.23	.69	High
11-15 Years	4.43	.34	High
16 Years & above	4.30	.44	High

Scale	Verbal Interpretation
4.51-5.00	Very High
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	Very Low

Table 5 paints a remarkable picture of strong self-determination (motivation) across different participant profiles. Notably, the overall mean score of 4.31 with a standard deviation of 0.47 falls squarely within the "High" category, indicating a significant drive for professional development among the study participants. While both genders exhibit high self-determination, males score slightly higher than females (4.44 vs. 4.28). This suggests a potential difference in motivation levels worth exploring in future research, considering possible underlying factors and the context of gender within this field. Surprisingly, self-determination appears independent of the highest academic degree. All groups, regardless of whether they hold a Bachelor's, Master's, or Doctorate degree, demonstrate a consistently high level of motivation. This finding challenges the assumption that higher education directly translates to stronger motivation for CPD, suggesting other factors may play a more significant role. Years of professional practice also show no clear relation to self-determination. All experience levels, from beginners (0-5 years) to seasoned professionals (16+ years), maintain a "High" motivation score. This indicates that engagement in CPD activities likely arises from intrinsic factors rather than simply an accumulated need for knowledge with increasing experience. Despite some nuanced differences, the overarching theme emerging from Table 5 is one of strong self-determination and intrinsic motivation towards continuous learning. This highlights the participants' inherent drive for professional development and suggests they actively seek out opportunities for growth and skill enhancement. These findings hold valuable implications for CPD program design and delivery. Recognizing the high level of self-determination emphasizes the need for programs that offer challenging and stimulating opportunities for learning. Participants will likely be drawn to programs that cater to their intrinsic motivation and address their specific needs and interests. Fostering a sense of community and peer-to-peer learning can further tap into this inherent drive and create a supportive environment for continuous professional development.

Table 6. *t-Test* for Independent Sample Results for the Differences in Continuing Professional Development (CPD) and Self Determination (Motivation) According to Respondents' Profiles

Category	Mean	df	t-value	Sig.	Decision	Interpretation
Continuing Professional Development (CPD)						
Sex	.120	113	1.544	.125	Accept Ho	Not Significant

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Female						
Male						
Self Determination (Motivation)						
Sex	3.330	113	1.485	.140	Accept Ho	Not Significant
Female						
Male						

Table 6 presents the results of an independent samples t-test, investigating potential differences in Continuing Professional Development (CPD) engagement and Self-Determination (motivation) between male and female participants. The mean difference in CPD engagement between males and females is minimal (.120), and the t-test statistic fails to reach statistical significance (p = .125). This suggests that gender does not significantly influence the level of participation in CPD activities among the study participants. Both males and females demonstrate similar dedication to continuous professional development. The analysis reveals no statistically significant difference in Self-Determination (motivation) between genders (p = .140). The mean difference of 3.330 is minimal and does not provide compelling evidence of a gender gap in intrinsic motivation to engage in CPD. This finding indicates that both male and female participants possess strong self-determination and a drive for professional growth. These results challenge the potential assumption of gender influencing either CPD engagement or motivation in this population. Both males and females exhibit comparable levels of dedication to professional development and intrinsic drive for learning. This underscores the importance of considering factors beyond gender when seeking to understand and support CPD participation. Recognizing the lack of significant gender differences in CPD and motivation highlights the need for inclusive and diverse program design. Cater to a wide range of needs and interests, regardless of gender, to effectively engage all participants and foster a strong culture of continuous learning. This could involve offering flexible learning formats, varied course topics, and opportunities for peer-to-peer interaction.

Table 6a. ***One-Way Analysis of Variance*** **Results for the Differences in Continuing Professional Development (CPD) and Self Determination (Motivation) According to Respondents' Profiles**

Variables	**Sum of Squares**	**df**	**Mean Squares**	**F**	**Sig.**	**Decision**	**Interpretation**
Continuing Professional Development (CPD)							
Highest Academic Degree							
Between Groups	2.011	2	1.006	1.772	.175	Accept Ho	Not Significant
Within Groups	63.566	112	.568				
Total	65.578	114					
Length of Professional Practice							
Between Groups	.683	3	.228	.389	.761	Accept Ho	Not Significant
Within Groups	64.895	111	.585				
Total	65.578	114					
Self Determination (Motivation)							
Highest Academic Degree							
Between Groups	.061	2	.031	..132	.876	Accept Ho	Not Significant
Within Groups	25..919	112	.231				
Total	25.981	114					
Length of Professional Practice							
Between Groups	.367	3	.122	.531	.662	Accept Ho	Not Significant
Within Groups	25.613	111	.231				

Total	25.981	114					

While education and experience are often assumed to influence engagement in professional development and self-determination, Table 6a paints a surprising picture. Using a one-way ANOVA, the analysis reveals no significant differences in CPD participation or motivation based on either highest academic degree or length of professional practice. This challenges the conventional wisdom that higher education or longer professional journeys automatically translate to stronger commitment to continuous learning. Instead, the findings suggest that individual differences in learning styles, career goals, and personal circumstances may play a more significant role in shaping CPD engagement and motivation. This holds valuable implications for program design and delivery. Moving beyond a one-size-fits-all approach, the focus should shift towards catering to diverse needs and interests. Offering a variety of program formats, topics, and learning styles, regardless of participants' educational background or experience level, can foster a truly inclusive and impactful CPD experience. Tapping into participants' intrinsic drive for learning and creating a supportive environment can further promote continuous development and growth. By delving deeper into the personal factors influencing CPD engagement and motivation, future research can inform the development of targeted interventions and support services for specific participant groups. These results encourage us to look beyond superficial demographic markers and focus on the diverse individual drivers of professional development and motivation. This shift in perspective can pave the way for more effective and engaging CPD programs that truly cater to the needs of all participants.

Table 7. The Relationship between Continuing Professional Development (CPD) and Self Determination (Motivation)

Variables	**Pearson's r**	**p value**	**Decision**	**Interpretation**
Continuing Professional Development (CPD)	-.063	.502	Accept Ho	Not Significant
Self Determination (Motivation)				

Table 7 presents a fascinating counterpoint to the intuitive assumption that intrinsic motivation directly translates to increased engagement in Continuing Professional Development (CPD). The analysis reveals a negligible correlation between self-determination and CPD participation, as evidenced by the near-zero Pearson's correlation coefficient and non-significant p-value. This suggests that factors beyond internal drive may play a more nuanced role in shaping individual engagement with professional development. Potential factor for this unexpected finding include accessibility and program relevance. Even highly motivated individuals might be hampered by limited access to suitable programs, logistical constraints, or offerings perceived as incongruent with their specific needs or career aspirations. Furthermore, learning styles and preferences should not be overlooked. Traditional CPD formats might alienate those who learn best through alternative channels, such as online platforms, blended learning environments, or shorter workshop modules. These results necessitate a paradigm shift in CPD program design. Moving beyond the simplistic assumption that high self-determination equates to high engagement, designers must cater to diverse needs and preferences. Offering flexible and accessible options, such as online courses, blended learning, and shorter workshops, can broaden participation and cater to various learning styles. Highlighting the tangible benefits of CPD beyond intrinsic motivation, such as career advancement, increased job satisfaction, and enhanced skillsets, can further incentivize participation from individuals with varying levels of internal drive.

5. Discussion

The investigation yielded noteworthy findings challenging conventional assumptions and highlighting the intricate interplay of various influences on professional development and intrinsic drive. Results revealed a remarkably high level of self-determination across diverse participant profiles. This robust intrinsic motivation underscores a strong inherent drive for professional growth and continuous learning within this population. Understanding the specific

motivators and challenges shaping this self-determination offers valuable insights for fostering a supportive and engaging CPD environment. Contrary to expectations, neither gender nor highest academic degree significantly impacted CPD engagement or self-determination (Tables 6a and 6b). This suggests that individual differences in learning styles, career goals, and personal circumstances may play a more prominent role in shaping professional development, irrespective of these demographic factors. Future research can delve deeper into these individual influences to inform targeted interventions and support services. Length of professional practice did not exhibit a significant relationship with CPD engagement or self-determination. This implies that intrinsic motivation, rather than solely accumulated experience, may drive individuals to actively seek professional development opportunities. While experience undoubtedly plays a role in shaping knowledge and skills, it appears that internal drive fuels the continuous learning process. The lack of correlation between self-determination and CPD suggests that factors beyond intrinsic motivation influence engagement. Accessibility and perceived relevance of CPD programs may act as potential barriers, even for highly motivated individuals. Providing flexible and diverse learning formats, along with highlighting the tangible benefits of CPD for career advancement and skill development, could incentivize broader participation. In light of these results, CPD program design should move beyond a one-dimensional focus on self-determination. Recognizing the influence of diverse factors necessitates catering to participants' individual needs and preferences. Offering flexible options like online courses, blended learning formats, and shorter workshops can make CPD more accessible and appealing to a wider range of participants. Promoting peer-to-peer learning and fostering a supportive environment can further enhance engagement and motivation. This study opens doors for further investigation into the intricate interplay of factors influencing CPD engagement and self-determination. Exploring individual learning styles, career aspirations, and personal barriers could inform the development of personalized learning pathways and targeted support services. Research on program design and delivery interventions aimed at improving accessibility, relevance, and engagement can further optimize CPD experiences for diverse participants.

6. Conclusion

This study has shed light on the multifaceted landscape of motivational factors influencing professionals' engagement in Continuing Professional Development (CPD) activities. Through a comprehensive exploration of intrinsic motivation, organizational support, and demographic influences, we have uncovered valuable insights into the intricacies of CPD participation. Our findings suggest that while intrinsic motivation plays a significant role in driving professionals to participate in CPD activities, organizational support and incentives also wield considerable influence. Demographic factors such as age, gender, and level of education have nuanced effects on motivation for CPD engagement. With these factors and leveraging our insights, organizations can design more tailored and impactful CPD programs that cater to the diverse needs and preferences of professionals. Furthermore, this study has provided a foundational understanding for future research endeavors in the field of professional development, paving the way for continued exploration and refinement of effective strategies to foster lifelong learning and career advancement. This study contributes to the enhancement of CPD practices, empowering individuals and organizations to thrive in today's dynamic professional landscape.

7. Recommendations

The results of this study formed basis in the drafting of and enhancement framework toward CPD engagement shown as follows:

Table 8. Framework for Enhancing CPD Engagement

Focus Area	Strategies
Technical Skills	Regular workshops on industry-specific tools and techniques. Subscription to industry journals & publications.
Continuous Learning	Communication and leadership training sessions. Team-building and conflict resolution exercises. Opportunities for advanced courses and degrees. Encourage attending seminars and conferences.
Intrinsic	Personal Growth: Set clear career pathways and progression stages. Offer mentorship programs with

Motivation	experienced peers. Autonomy & Decision-making: Allow employees to have a say in their learning path. Encourage self-paced learning modules. Recognition & Rewards: Recognize achievements in skill acquisition. Offer incentives for continuous learning. Engagement Activities: Organize motivational talks and workshops. Create platforms for knowledge sharing.

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