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**| RESEARCH ARTICLE**

# A Study on the Influencing Factors and Dynamic Mechanism of English Teachers' Professional Development in Higher Vocational Colleges

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**| ABSTRACT**
The study identified the factors to be considered in English teacher's professional development and its influence to the dynamic mechanism applied by the vocational college. The study used the descriptive quantitative design focusing on influencing factors and dynamic mechanism of teachers' professional development in higher vocational colleges. The reasons for doing something for the use of the methods focused in the fact that the present study gave importance and focus for the mental health and pentatonic mode music which serve as the dependent and independent variable of the study respectively. Most of the teachers agreed to the identified factors to be considered in enhancing the Professional Development program implemented by the school. Therefore, these factors should be emphasized by the School and Program administrators for the English teachers. Since the identified factors of Professional Development has significant influence to dynamic mechanism in teaching applied by the school therefore, there is a need to enhance the professional development program provided by the school to the teachers.

**| KEYWORDS**

Professional Development, Dynamic mechanism of English Teachers, Professional Growth, Teachers Network, Influencing Factors of English Teachers.

**| ARTICLE INFORMATION**

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## 1. Introduction

Three main factors make professional development necessary in the twenty-first century: we must produce teacher leaders, keep learning current, and add to the body of knowledge in educational research. Teachers have an effect on the pupils and communities they work with. Access to interesting, demanding, and pertinent PD has a direct bearing on the effect made with pupils.

Lack of access to high-quality professional development causes educators to be less well-equipped to serve their communities and reduces the influence instructors are likely to have during students' instructional time. Modern-day PD encompasses a wide range of manifestations and paths. It is essential to develop more capable and effective teachers and to raise awareness of individual teaching and leadership styles.

To guarantee that students are learning effectively and teachers are delivering rigorous and engaging instruction, it is crucial to understand the significance of data-driven instruction in the field of education. Both a consistent approach to training and development and access to rigorous, relevant, and engaging professional development for teachers are crucial for development. The 21st century's instructional approaches must include elements of technology, global learning, and the capability of influencing a wide variety of learning styles. The objectives of the training must be adapted to the unique requirements of the educator while considering 21st-century PD for teachers and administrators. With these interesting data, this paper would like to dig deeper in the variables that are concerned.

## 2. Review of Related Studies

### *2.1 Status of the Teachers in the Vocational Colleges*

The ratio of teachers to students in higher vocational education has generally reached the state requirements, as per the study of Yu (2017), but is much less than on the ratio of specialized course teachers, according to related journals of higher vocational education. Higher vocational education of specialized course teachers accounted for less than 50%, and economic management professional teachers is lower than 45%. The following are the experiences of teachers in vocational colleges:

Teachers of specialized courses must balance a high workload of instruction with practical research projects, lack of access to business opportunities, outdated course materials, teaching instances, and data that is seriously out of touch with reality, as stated in the study of Yu (2017). There are also many restrictions in the textbook selection. There is a dearth of high-quality products in the instructional materials, which should be chosen for three years at this level. Some textbooks claim that the fundamental ideas and formulas used in teaching are incorrect. Some of the real training software is still utilized in the classroom even if it cannot be updated frequently, its data is out-of-date, its functionality is antiquated, and more.

Wang (2019) said that ordinary professional teachers find it extremely challenging to apply for the subject in higher vocational institutes. They believe about the possibility of being incompetent and resent being given the project. There aren't enough subjects that are appropriate for higher vocational education. Ordinary qualified teachers are difficult to find, but certain administrative leaders have secured the project. They are either delegated to the instructor of the professional course or do not complete it themselves. Professional teachers' research findings receive no financial support; thus they must pay for the publication of academic articles on their own dime. The upstream and downstream of research activities limit the enthusiasm of teachers, and some academic publications do not accept works from professors in higher vocational colleges.

In administrative position, and it goes without saying that the two types of occupations have substantial benefits. New and old students, higher vocational colleges hire employees every two years, and administrative positions are available at all of these institutions. This is due to unfair performance evaluation (Li, 2019), and there are major "administrative standards" that hold that if you hold an administrative post, you will undoubtedly benefit from wage raises, title promotions, applications for scientific research, and social capital value-added opportunities. Although some middle-level administrative position cadres have been assessed based on the aforementioned title, they rarely show up to class and significantly restrict the room for professional teachers to grow. Performance evaluation gave rise to the "insider and outsider" phenomena, in which "insiders" had it easy and "outsiders" have it difficult. In this environment, even those with strong professional command are not as effective as those who have transformed themselves into "insiders." Full-time educators abandon their most important goals in favor of his "shortcut."

Teaching to the entire team, said Li (2017) is difficult due to a lack of communication between the teachers of the various specialized courses; some teaching content was covered extensively by all the teachers, leaving the students emotionally spent; other content was left blank; none of the teachers spoke about it; the professional teaching curriculum is too limited, omitting the need to take into account which classmates have entered or are turning professional. Schools lack a single standard for evaluating teachers, a teacher reference for instruction, and a system for evaluating the outcomes of student and teacher evaluations. The instructional activity is the evident outcome of management, while process management is ignored after each lesson. The educational research organization does not have the manpower or funding to offer more elective courses, thus students are unable to do so. This results in a procedural evaluation of the student that heavily favors subjective evaluation due to the absence of quantitative criteria. The evaluation criteria for the teaching team's corporate communication competition are very ambiguous, the fairness is subpar, and participants are not encouraged to compete.

It is challenging to pique the interest of the students' autonomous learning since they are fully passive in the learning process, lack the right to select their own professionals, choose their own courses, select their own professors, and have no right to organize their own learning process. As mentioned by Yu (2017) students' lack of interest in learning is a system problem because our teaching management system, curriculum system, and evaluation index set are not based on legitimate research on planning and design. The teaching process is actually a soul communication between teachers and students. Teaching is more than just professional knowledge; it's also a method, a kind of rigorous doing scholarly research attitude, and the character of a loyal to profession.

Establishing a rigorous, fair, and quantitative evaluation method at the institutional level is necessary for higher vocational colleges to increase the effectiveness of their teaching. Let the teachers and students engage in a learning activity that is guided by play to pique students' interest in their studies and to energize teachers' enthusiasm for their subject matter. This will help to overcome the underlying issue of the efficacy of higher vocational education.

### *2.2 Teacher Professional Development at the International Level*

Today, at a time of rapid and continuous changes, one of the key conditions for achieving a quality teaching process is a professionally trained teacher. This way, the focus of the teaching profession is not simply to mediate in the process of knowledge acquisition, but the teacher to support students in the learning process, and based on their age, to help them take responsibility for their own behaviour and to make them independent (Bicaj, 2014).

Therefore, considering the complex role of the teacher in modern schools, teachers should be trained, facing new challenges and tasks for the full implementation of the responsibilities in the classroom (Zuljan & Vogrinc, 2011 as cited in Bicaj, 2014).

Professional development aims to train teachers after completing pre-service studies, by continuously developing knowledge and skills of teachers. Almost all European countries provide opportunities for teachers to have access to various forms of Professional development while working. In some countries, professional training is compulsory, whereas in others it is not (Klashnja, 2006 as cited in Bicaj, 2014).

In various countries, the responsibility to organize training programmes for teachers is differently divided between the central, regional, local or school levels. For example, the Ministry is responsible for this issue in Finland, whereas employees play a role in designing training programs. In Romania, teacher training is offered mainly by non-governmental organizations, but also by training centers within universities, educational colleges and vocational training centers. In Slovenia and Lithuania, there was a decentralization of professional development in 1998. School directors were responsible for further professional training, in line with national goals. In Holland, training programmes were not in accordance with the needs of teachers, but with needs of the institutions. Therefore, the budget for vocational training was transferred from high-level institutions to schools, so that schools can make the selection of training programmes for their teaching staff. Also, in Sweden and in the UK, schools turned into institutions for professional training of teachers.

Consequently, because of no uniform policy for vocational training at the state level, in Bosnia and Herzegovina, professional development remained under the authority of the regions (Klashnja, 2006, p. 32-34). In some countries, because of the risk of quality of programmes offered, and because of the lack of control for many training providers, accreditation systems for professional development programmes are established. This has happened in the UK, Portugal, Romania, Hungary, Moldova, Serbia and Kosovo. According to the law, each module of the professional development programme has a number of credits for that module (Klashnja, 2006, p. 34). Teachers are required to accumulate a given number of credits (example, 20 credits points a year in Kosovo). Any programme that does not fall under this scheme and is not accredited, will not count for teacher licensing. The reports of some East European countries emphasized that the various non-governmental organizations are implementing professional development programmes. In this case, these programmes cannot be accredited, because they are not valid for the career development of teachers (Klashnja, 2006 as cited in Bicaj, 2014).

The In-service Teacher Qualification programme is taking place under the framework of a life-long learning approach.

Lifelong education has a diversified and challenging historical development. Based on the literature, the origin of lifelong education is differently discussed. Often it is thought that the origin of Education throughout life dates from the 70s, when it was used for the first time by international organizations, such as United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Organisation for Economic Co-operation and Development (OECD). On the other hand, Hawes, asserts that the concept of 'lifelong learning' or 'lifelong education' is as old as civilization itself. He notes that, although the name may be new, people have long been aware that they must learn to survive (Kheng, 2006,).

In the 60s, lifelong education was linked in complex ways to changes in the practices of teachers and students (Hager & Haliday, 2006). At the same time, the author Dragomir Filipovic, in his book "Obrazovanje odraslih u teoriji i praksi" (Adult education theory and praxis) says that to know the history of adult education, one should be known first the history of pedagogy, and the educational development, before the creation of the science of pedagogy.

Furthermore, Filipovic presents the development of the science of pedagogy in the XVIII century, while considering andragogy as a scientific discipline of education in the XX century (Filipovic, 1967). Many researchers have addressed the lifelong learning; most notable among them is the contribution of Malcolm S. Knowles, known as the father of andragogy, who brought andragogy (the general science of adult education) to America, in the 70s. This was the time when it was believed that adults learn differently from children (Knowles, Holton III, & Swanson, 2007).

In the XXI century, the motivation for lifelong learning and the ability to participate productively and responsibly in a diverse society is a crucial component for the success of teachers at their work (Mayhew, Wolniak, & Pascarella, 2007). The educational

psychologists recognize that learning and development are inside and outside of the school, within family, at work and in other contexts. Additionally, they have regarded learning and development as a lifelong activity (Smith & Pourchot, 1998). To no surprise, in March 2000, the Lisbon European Council reaffirmed the importance of employment, training and upgrading of teachers and coaches for the development of lifelong learning (Kassworm & Hemmingsen, 2006).

Mentioning Adult Education as a component of Lifelong Education, we consider adults and their experience as part of professional development, and in this context the increasing of performance in school. To switch from the international perspective to the situation in our country we will look briefly at the works and approach of some Albanian authors to see the impact of teacher professional development in improving quality of teaching and learning in the classroom.

Valier Peshkëpia, in his book "Teaching learning and its relations with European integration" sees the school as an educational institution, which aims not only at reproduction or repetition of knowledge, but works to enable individuals to acquire the information, to process it and to be able to operate and solve various problems (Peshkëpia, 2012). To master this whole process, teachers need to be educated and developed continuously, which means to be life-long learners.
Among the Albanian readership and educators, the concept of Adult Education was mentioned for the first time during the Renaissance times, when schools in Albanian were opened not only for children, but also for adults. School was considered then as a priority mechanism for the education of the population. The issue of professional training of teachers was among the issues addressed at the Elbasan Education Congress, 1909. In the town of Vlore, schools organized short courses for pedagogical training of teachers (Koliqi, 2013).

From the study of literature, it is clear that despite the differing opinions regarding the history of lifelong education, the importance of professional development of teachers is one of the key elements of Lifelong learning and adult education that affects teachers' work performance. In a way, unlike in ancient times, when learning was referred to as a necessity for survival, in more modern times terms "lifelong education" and "Adult Education" have increasingly been associated with quality of teaching and changing classrooms teaching and learning. But the question arises, whether there are sufficient programs available for professional development, or if is considered any form of professional development, necessary and important for each age and category of teachers.

### *2.3 A Theoretical Look into Teacher Education*

The behavioristic approach envisages human behavior to be shaped in frames while ignoring individual differences in teachers' beliefs, values, background knowledge, and contradicts self-determination and self-expression (Brown, 2001; Harmer, 2001; McLeod, 2007). The humanistic approach, on the other hand, focuses on the uniqueness of individuals (Maslow, 1968; Rogers, 1961, 1980) in which the receiver of education is first a human being, then a learner (Aloni, 2007; Benson, 2000; Jinga, 2012; Lei, 2007; Pigott, 2012; Wang, 2005) and the affective dimension to personal change and teachers' need for support (Godhe & Magnusson, 2017; Khatip et al., 2013; New London Group, 2000) are credited. It is open to criticism that it disregards the insufficiency of inner resources since there is a need for constructive feedback and social aspects of teacher learning. The sociocultural approach dates back mostly to the work of Russian psychologist, Lev Vygotsky and centers on meaning as the central aspect of any unit of study (Fox & Riconscente, 2008). Learning is being embedded in social events through interaction with people, objects, and events, making it a cognitive issue and a social process through "zone of proximal development" and "scaffolding" which may explain how learning takes place via negotiation between the learner and a more able person to support the development of complex skills (Lantolf, 2000; Lantolf & Thorne, 2007; Mitchell and Myles, 2004; Richards, 2002; Zaretskii, 2009). The reflective teacher movement (Del Carlo et al., 2010; Sweigard, 2007), action research movement (Buchanan, Davis & Cury, 2021), and the teacher research movement (Borg, 2014; Freeman, 2001; Martell, 2014) lay emphasis on reflection and inquiry into teachers' experiences as mechanisms for change in classroom practices. Thus, sociocultural perspective in teacher education highlights teachers as investigators of their practice and their contextual knowledge improves with broader professional discourses and practices and can lead to praxis (Canagarajah, 2002; Hargreaves & Fullan, 1992; Johnson & Golombek, 2011). The sociocultural perspective is a theoretical look and a way to conceptualize teacher learning, which focuses on teachers as learners of teaching and the social nature of teacher learning. Teacher professional development is not defifined in clear-cut boundaries and several terms; namely, continuous professional development, teacher training, teacher education, teacher development, and in-service training are used interchangeably to characterize teacher professional development. Despite elusiveness, some concrete meanings tended to cluster around training (Higgs, 1986; Richards & Farrel, 2005) and development (Bailey, Curtis & Nunan, 2001; Derek & Law, 2005; Evans, 2002; Glickman, 2002; Johnston, 2003; Nunan & Lamb, 1996; Richards & Farrel, 2005). In the CPD perspective, there is space for Clarification of values through informal formal activities, Observation, Self-reflection (Köksal & Demirel, 2008; Pedro, 2005), Self-reporting, Problem-solving, and Action Research (hereafter AR). Rather than focusing on making distinctions between perspectives on teacher education, it has been regarded as more prolifific that these perspectives act complementary to develop teachers professionally. Day (1999) summarized the experiences which go under CPD as all natural learning experiences

and those planned activities which are to be of direct or indirect benefit to the individual, group, or school while Guskey and Yoon (2009) focus on the time, organization and content.

### *2.3.1 Teacher Research and Action Research as Forms of Professional Development*

Action Research (AR) has been defined as a systematic study to gain a deeper comprehension of an educational issue (Greenwood & Levin, 2007). AR was seen as an educational tool in which the practitioners could test their educational theories by approaching them as experimental hypotheses to be regularly assessed in certain contexts (Burns and Kurtoglu, 2014; Costello, 2003; Fraenkel et al., 2009; Herr & Anderson, 2005; McNiff, 2010; Mills, 2011; Patterson & Shannon, 1993; Pine, 2009; Somekh, 1995). AR is regarded as a valuable teacher learning tool in that it helps teachers enhance their knowledge directly related to their classroom, develops their critical thinking and teaching, widens their pedagogical repertoire, commits them to their teaching enterprise with a broad vision (Borg, 2009; Dana & Yendol-Hoppey, 2009; Elliott, 1998; Ferrance, 2000; Hensen, 1996; Holly, Arhar & Kasten, 2009; Richards & Farrel, 2005; Wyatt, 2016). The AR process begins with the identification of the focus, then carrying out a cycle of interactive steps to take our ideas further (Bailey, Curtis & Nunan, 2001; Hopkins, 2002; Pine, 2009; Richards & Farrel, 2005). All through the AR, the Plan (refining ideas on what to investigate); Act (acting upon the proposed plan); Observe (Data collection), and Reflect stages take place.

In a study by Everton, Galton and Pell (2002) teachers value AR because it has implications for classroom practice. Bradley-Levine et al.'s study (2009) yielded Dogan and Kirkgoz that AR in a professional learning community model brought about teachers' confidence to implement AR in their classrooms and they became more reflective. AR was selected by Burns and Edwards (2014) for its "transformative power" to foster high levels of professional practice among 2,500 teachers in the English Language Intensive Courses for Overseas Students (ELICOS). They conclude that providing teachers with opportunities to conduct AR as a form of continuous professional development is an investment in teacher quality leading enhanced student learning. Ponte, Ax, Beijaard and Wubbels (2004) investigated teachers' professional development through AR and concluded that the experience was useful when they were facilitated in their AR. A study by Curtis (2001) revealed positive results regarding awareness. Lee & Wang; (2012) longitudinal case study revealed that AR was meaningful to incorporate in teacher programs. Ermeling (2010) investigated teachers' experiences and found that there was a substantial improvement in teachers' classroom practices due to collaborative inquiry. Mitchell, Reilly and Logue (2009) argued that the collaborative AR model enabled research-oriented instructional decision making. A study by Author (2013), investigated the impact of a facilitated collaborative AR upon its use in the development and evaluation of an in-service teacher development program. The findings suggested that all participants developed professionally by extending their personal understanding of the revised curriculum's implications and produced evidence of instructional change.

### *2.3.2 AR and Teachers' Attitudes towards Professional Development*

Professional development is essential for teachers to adapt to changes throughout their career, which begins with pre-service training and continues with in-service training (Clarke & Hollingsworth, 2002; Muzaffar & Malik, 2012; Richter, Kunter, Klusmann, Lüdtke & Baumert, 2011). Professional Development Activities (hereafter PDA) improve teachers' professionalism and skills adopting a new environment, sharing of professional experiences and ideas, and addressing students' needs for their achievement (Arechaga, 2001; Bayar & Köstereliogl u, 2014; Iyidogan, 2011).

PDA is seen as a key to explore how teachers' knowledge and beliefs mediate their classroom behavior (Borko, 2004; Cochran-Smith, & Fries, 2005). Although there are no agreed-upon templates for successful PDA, Fung (2000) suggest that PDA should be relevant to the needs of teachers and their students, teacher involvement in decisions about content and process, teacher collaboration, support from the school leadership, exploration, and reflection with attention to both practices and beliefs, internal and/or external support for teachers, job embeddedness, contextual alignment, critical engagement with received knowledge, and a valuing of teachers' experience and knowledge (Borg, 2015) to be more effective and innovative.

However, the commonly followed tradition in PDA requires teachers to attend one-off workshops in which they are introduced to and engaged with new ideas, information, and practical advice (Duzan, 2006; Kennedy, 2005; Lesley, 2017). Concerning teachers' attitude toward PDA, Torff and Sessions (2008) report several long-term studies' findings. They indicated that teachers' attitude toward PDA are displayed in three stages: increasing, decreasing and leveling out. The changes entailed were statistically attributable to teaching experience, not age. Muzaffar and Malik (2012) suggested that teachers would be more motivated and interested as long as the PDA were long-term, well-planned, and providing proper feedback on teachers' performance. Valcanos et al. (2010) assert that participation in professional development programs is based on a positive attitude toward learning and improving one's performance. Stan, Stancovici and Palos (2013) claim that teachers who are resistant to change rarely initiate change and display a negative attitude toward the changes in their context. In a Cypriot study by Hürsen (2012) the results showed that teachers' attitude toward PDA was not stable. Gender and age caused a significant difference in attitude. Bayar and Köstereliogl u (2014) examined teachers' satisfaction with PDA in Turkey and found that PDA directly improved their teaching skills and as a result, yielded better student success. All in all, the studies suggest a departure from the traditional approaches and move

toward PDA, which value teachers' knowledge and professional background, needs, collaboration, and contextual realities through a long-term support program. Teachers' previous experiences of PDA generally were reported as generally negative owing to their participation in PDA that disregarded the aspects above (Arıkan, 2004; Bayındır, 2009; Borg, 2015; Desimone et al., 2002; Sabuncuoglu, 2006)

### *2.4 PDA and Self-Efficacy*

Affective factors have been widely studied after humanistic approaches rose in the world of education. Bandura (1994) states four sources of self-efficacy as; achieving progress in a task, seeing people similar to oneself succeed by effort, positively encouraged by others to overcome self-doubt and emotional states and physical reactions, and stress levels. Regarding teachers' self- efficacy, there is a tendency to view it from two planes as teachers' beliefs about classroom instruction's effects on students and their ability in classroom instruction (Wheatley, 2002, p. 6). High self-efficacy beliefs are associated with positive learning outcomes (Tschannen-Moran and Woolfolk Hoy, 2007) such as teachers' classroom management strategies (Hsieh and Kang, 2010; Woolfolk and Hoy, 1990), being open to make renewals (Guskey, 2002), teachers' use of group work (Wyatt, 2010), and reflective thought (Henson, 2001). Cooper-Twamley (2009) investigated AR and its impact on Teacher Efficacy and concluded that AR participation had a positive impact on teacher efficacy, especially in their instructional practices. Cabaroglu's research (2014) explored AR's impact on English teacher candidates' self-efficacy beliefs and found that there was an increase in their teaching efficacies as well as their self-awareness, problem-solving skills, and autonomous learning. Wyatt and Dikilitas (2015) conducted a qualitative multicase study to explore the development of in-service English teachers at a Turkish university. The participants started with low self-efficacy beliefs in conducting research and as they gained research experience, their self-effificacy levels increased. The Dogan and Kirkgoz studies conducted by Yost (2002), Henson (2001), and Rock and Levin (2002) display evidence for the strong relationship between teacher efficacy and professional development.

#### *2.4.1 PDA, Reflective Practice, and AR*

Schön (1991) introduced the terms reflection-in-action, which occurs during the actual teaching performance and reflection-on-action, when a teacher considers what happened after the practice. Stemme and Burris (2005) added a third type to this classification: reflection for action, which is intended to guide future action. In language teacher education, Wallace's work (1991) provides a two-dimension reflective model for teacher development based on Schön's model. A great deal of research is conducted on reflective thinking in teacher education (Collina, Karsenti & Komis, 2013; Hatton & Smith, 1995; Sparks-Langer & Colton, 1991) one of which bringing

AR and reflection together is by Jove (2011). It explores the degree of development as a teacher, teacher educator, and AR through reflection. Jove concluded that selfreflection and AR was invaluable in becoming and discoveries helped her to improve as a teacher researcher and suggested that all the teachers should be involved in self-reflection through AR.

### *2.5 Teacher Professional Development*

Research shows that teacher quality is significantly and positively correlated with student attainment and that it is the most important within-school aspect explaining student performance. Its effects are much larger than the effects of school organisation, leadership or financial conditions (Hattie 2009, 2012; Meiers and Ingvarson 2005; Veen et al. 2010).

Hattie (ibid.) indicates that six sources influence a student's achievement: 50% is what the student is capable of bringing to the table himself. Other sources are home situations, schools, peer influences and principals, which altogether make up 20%, leaving a staggering 30% to teachers. So investing in teachers is the most important external key to influence students' achievements.

Aurillard (2012) and Mor and Mogilevsky (2013) see the teacher as the initiator of defining an educational challenge and of the conceptualisation of its solution. This, however, means that certain conditions at a teacher's workplace should already be met before this first step can be taken. School leaders should have already facilitated teachers in a way that they are able to devote time to thinking about an educational challenge they would like to address, without being hunted by the school's curriculum and short-term students' achievements. For most secondary school teachers in the Netherlands the situation of the day-to-day practice of teaching (and the curriculum) leaves no room for in-depth research and design initiatives.

The important function of pre-service and in-service educator training platforms in providing educators is a controversial topic in educator training literature (Smith, 2010). Within such programs, educators take the primary measures toward being specialists, achieve higher confidence in their education, and expand the scope of their knowledge reservoir (Akbari and Dadvand, 2011). The teaching job demands ongoing education and growth since it is directly involved with human capital (Harris and Jones, 2010). Educator quality needs educators to have the knowledge and skills in the field they instruct. Educators obtain these skills during their program (Blank and Alas, 2010; Butler, 2015) through Professional Development (PD) which has a vital function in an educator's future profess and development. Educators require chances to upsurge their knowledge and skills, maintain their

incentives, and expand their cooperation with others in their careers (Margolis, 2008). In the history of academia, no attempt at advancement has ever been effective and successful without carefully arranged and well-executed PD actions planned to improve teachers' knowledge and skills (Guskey, 2009).

The literature on learning has taken part in discussions for years on whether educator standard is the most significant school factor affecting learners' success and enhancing the standard of the school (Kang et al., 2013; Macia and García, 2016). Similarly, academic leaders, theorists, and scholars have emphasized how to best improve the standard of teaching to enhance learners' education and success. Each year, nations spend billions of dollars on enhancing the standard of their educators' skills and eligibilities by building their chances for professional development (PD) (DeMonte, 2013). The standard of teacher education has been known as a central issue influencing the standard of teaching and learners' success. Therefore, there has been increasing attention to teacher trainers: their individuality, skills, functions, and PD (Loughran, 2014; Lunenberg et al., 2014).

Until recently, teacher trainers were characterized as concealed experts who are not always presented with the help and challenge they require, for instance concerning their learning and PD (Livingston, 2014). Teacher trainers are among those who are engaged in the learning of learners, educators, and ongoing PD of in-service educators (Czerniawski et al., 2017). Nonetheless, in the last 20 years, scholars, and teacher trainers themselves began to growingly notice the particular quality of their jobs, and so, they have begun to emphasize teacher trainers' PD (Berry, 2016; Lunenberg et al., 2017).

The teacher trainer is considered the most affecting factor when preparing better-organized educators (Snoek et al., 2010), and their function can be explained as a facilitator who links the distance among highpoint level policymakers at the countrywide and/or nearby area. Consequently, they must satisfy the knowledge and function criteria set by employing political organizations and practically display those criteria (Lunenberg et al., 2017). Educator trainers have numerous roles, which need PD and learning (Swennen et al., 2010; Lunenberg et al., 2014) and professional educators should be able to grow knowledge in making well-informed choices regarding activities with approaches that can respond to complicated conditions according to complicated knowledge and reflection (Loughran and Hamilton, 2016).

Classes today have altered with time due to higher levels of diversities and have become more intricate as a result of technology and the generational gap (Gomes et al., 2015; Sonmark et al., 2017). Thus, an educational space is a place for learners to attain novel knowledge and skills and a workplace where educators can study and enhance their careers. And EFL educators necessary need to gain the most recent education knowledge and skills within the milieu of English language education and learning to enhance the learners' development and growth and perform the international necessities of the universal time (Zhiyong et al., 2020). To comprehend and assist educator trainers' PD in the best way, it's vital to understand what skills and knowledge they require and how they efficiently obtain such skills and knowledge during their profession (MacPhail et al., 2019).

Just as the excellence of teachers influences the learning results of students, the eminence of teacher educators impacts the quality of teachers (Darling-Hammond, 2010). The study was done by Buchberger et al. (2000) regarding the growth and the future of teacher education, in which the authors declared that development in the proficiencies of teacher educators may well contribute to significant growth in the quality of teachers. Despite their crucial function in the training and assisting of future educators, research literature and documents on who educator trainers are and how they professionally influence education are not examined until recently (Czerniawski et al., 2017). Overall, presently, there appears to be an agreement that teacher educators are a significant element in deciding the standard of educators, who, in turn, are a significant element in deciding the standard of the education of their learners at different levels of education (Murray and Kosnik, 2011). The professional development literature review indicated that educators' PD activities mostly reveal their restrained obtaining of knowledge and skills. The issue is caused by the providers' inability to design PD applications that address the educators' needs (Darling-Hammond, 2010). Teacher trainers are sometimes held accountable for their vagueness in determining the action purpose and theory in their PD program, however, educators in some other cases are even unwilling to be responsible for their own PD (Daniel and Peercy, 2014). Nonetheless, based on the literature when perspectives from educators merge with that of educator trainers, it can probably ascertain congruence between the contents of educator training and the educators' needs in addition to higher facilitation of educators' PD (He et al., 2011). However, based on the researcher's knowledge, on the one hand, not enough consideration has been paid to teacher educator studies (Lunenberg et al., 2014; Van der Klink et al., 2017) and on the other hand, there is little information regarding educator trainers and their PD: how they are educated and taught and what leads to a proper teacher trainer (Villegas-Reimers, 2003; Lin,

### *2.6 Professional Development of Teacher Trainers*

Professional development (PD) has been characterized as an inner cycle in which experts are involved in a formal or informal model embedded in the precarious assessment of expert practice (Smith, 2010). Professional development alludes to these types of elevations in knowledge and skills. It is considered the foundation of expert practice in all careers. Villegas-Reimers (2003) argued that the PD of teacher trainers is not famous in comparison with educator PD. Research has suggested that educator PD is one of

the impactful elements in learners' education and success (Villegas-Reimers, 2003; Darling-Hammond, 2010). Professional development is specifically essential for novice educators who must become accustomed to the standards of their careers. Certainly, as stated by Futernick (2007), educators who quit this job regularly state the absence of PD as one of the reasons. PD can also enable educators' exposure to growing leadership roles. This is particularly crucial to educators in the final level of their profession, whose devotion and inspiration may be falling (Day and Gu, 2007).

Teacher trainers' PD has been characterized as formal educational and expert progress classes to prepare teachers with pertinent and updated knowledge and capabilities crucial to standard improvement (Sierra-Piedrahita, 2007). In addition, teacher trainers' PD has been explained as the growth of a question as a position, which alludes to the cycle of ongoing and structured questions wherein they contemplate their own and other's presumptions and develop local and public knowledge that is suitable for the altering settings in which they work (Loughran, 2014). The aim of teacher educator PD is four-fold: enhancing teacher education, satisfying outer requirements, and inner zeal for studying, enhancing, and fortifying the expert position within higher education (Smith, 2010).

### *2.7 Knowledge and Skills*

Knowledge pertains to the collective term for notions, fundamentals, and activities in a particular area of professional expertise and the overall information, and experience that are critical to efficient functioning in learning and using what is taught (Sierra-Piedrahita, 2007). Pedagogical knowledge is important for educators since it portrays the body of knowledge on educational cycles and settings for learners (O'Riordan, 2018). Alternatively, skills allude to the things "people know how to fulfill" and which are "achieved through practicing" (Sierra-Piedrahita, 2007). Skill or ability refers to the people's capability to do numerous tasks in a profession and it is also defined by Khorasgani (2019) as something one is familiar with how to perform. Having attempted to designate the knowledge base of education, seven classes of educators' knowledge are recommended which encompass material knowledge, overall educational knowledge, curriculum knowledge, educational material knowledge, knowledge of learners and their features, knowledge of scholastic settings, knowledge of academic goals, goals, and principles, and their theoretical basis (Ingvarson et al., 2005). Such scope of knowledge is highly difficult for educator trainers and learners similar, because ethnicity, social status, cultural variations, and inequality are sensitive, filled with sense and affection, and links to everybody's central ideas and values (Goodwin and Kosnik, 2013).

Professional development for educators is now deemed as a crucial element of guidelines to improve the standard of teaching and education in colleges. Therefore, there is prominent attention to studies that determine attributes of successful professional education (Ingvarson et al., 2005). The educational intention of the PD for educators was to attain the skills required to enable learners' education through explorations that aimed at scientific inquiry skills covered in their teaching process. However, teacher trainers are being considered professionals and their PD is inevitably on the rise. Teacher educators' PD is an inevitable cycle and a crucial component of enhancing learning overall; therefore, teacher trainers should be dynamic mediators in their growth by keeping themselves up to date with novel information developing and improving knowledge on education and teacher instruction to enhance and boost their own teaching.

In addition, educator trainers need to teach educators with enough knowledge of learners' learning patterns and tactics. Educators require learning regarding various methods of learning as employed by different individuals, such that they can efficiently goal education in the direction of learners' learning requirements. Education knowledge and skills are anticipated to be designed by educator trainers during their educator training classes as they are typically liable to make them explicit and reachable to learner educators. Teacher trainers are predicted to build novel knowledge, including knowledge in practice in the framework of recent curricula and learning programs for educator trainers and schools besides knowledge in theory produced from studies.

Based on the literature, an effective teacher educator needs to have enough knowledge of particular and efficient approaches to expose scholar-teachers to numerous diverse techniques of teaching and they are also capable of assisting them to collect a remarkable style of their own teaching. Thus, educator trainers must get acquainted with the knowledge of research and skills, and with the skills to monitor learner educators in doing studies. Professional development practices were made to make them ready for it. Teacher educators feel better equipped for the new tasks if they are provided with the prospects to be present at PD tasks with the accurate situations. There is a need to hold seminars and conferences as they are the main paths to PD for educator trainers and they are sometimes employed for bringing in new knowledge and activity. More studies specifically empirical should be conducted that employ interview as through implementing the interviews, more in-depth understanding can be achieved.

### *2.8 Effective Professional Development*

The National Partnership for Excellence and Accountability in Teaching (NPEAT) has established nine standards of effective professional development: 1. Focuses on what students are to learn and on how to address the different problems students may have in learning the material. 2. Bases on analyses of the differences between actual student performance and goals and standards

for student learning. 3. Involves teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved. 4. Is primarily school-based and built into the work of teachers. 5. Organizes around collaborative problem solving. 6. Is continuous and ongoing, involving follow-up and support for further learning. 7. Incorporates the evaluation of multiple sources of information on student learning and the processes involved in implementing the professional development lessons. 7 8. Provides opportunities to gain an understanding of the theory underlying the knowledge and skills learned. 9. Connects to a comprehensive change process focused on improving student learning (Desimone, Porter, Garet, Yoon, & Birman, 2002). These provide the foundation for creating an influential PD experience for educators. Through 20 years of experience in researching and facilitating PD in the Caribbean and Indonesia, Adey (2004) notes three main lessons learned: 1) changing teacher practice takes time, 2) there is no substitute for human interaction, and 3) you must get into schools if you want to change what is happening in schools. The experiential approach to PD encompasses all of these by engaging educators in an experience that is collaborative, reflective, active, and sustained over a period of time. In a study on the effects of experiential professional development, researchers discovered that teachers were more likely to change their practice when they were able to make small changes over time. This methodology allows teachers to observe and collaborate with colleagues, plan and try new strategies with support, and reflect and refine personal practice, thus encouraging genuine change in their practice (Girvan et al., 2016). Likewise, the participants in Brown and Militello's study believe that PD should "sustain a focus over time, expose teachers to actual practices as opposed to descriptions of practice, concentrate on curriculum and instruction, and provide opportunities for teachers to collaborate with one another" (Brown & 8 Militello, 2016, p.723). Supporting these claims, other studies have found that collective participation, content focus, opportunities for practice, feedback, personal reflection, and duration of the PD activity all affect teacher learning and practice (Haslam & Seremet, 2001; Clark, 2016). Ongoing development includes continuously planning, implementing, reflecting, and refining in order to advance teacher practice and change student learning outcomes (Girvan et al., 2016). Specifically, in a study on maintaining curriculum fidelity by LaChausse, Clark, and Chapple (2013), it was apparent that a one-time, two-day training did not achieve the intended outcome. Rather, an initial two-day training, followed by online teacher training, job-embedded practice with follow-up including feedback, and technical assistance led to improved curriculum fidelity. Much like experiential professional development, collaborative Continuing Professional Development (CPD) engages teachers in both individual and group learning. Steeg and Lambson (2015) designed reading-focused PD around five components: directed experiences/ demonstration lessons, book study, textbook/ curriculum explorations, "Try its", and case studies. Each of these allowed teachers to engage in individual reflection as well as group discussion around content and strategies. By having a direct connection between the PD and their classroom practice, teachers were able to grow in their knowledge, understanding, and classroom practice over time. Collaborative CPD had positive impacts for teachers including enhancing pedagogical knowledge, greater commitment to changing practice, desire to work collaboratively, and willingness for observation and receiving feedback. Alongside an increase in 9 student performance, there were noticeable improvements in student motivation, responses to questions, and organization of work. According to this study, collaborative CPD was proven to positively influence student learning (Cordingley, Bell, Rundell, & Evans, 2003). Guskey (1991) reiterates the importance of collaboration and working in teams as it provides opportunities for everyone to offer input and advice during planning, implementation, and followup or reflection. A key factor in shifting teacher practice is administration. Principals hold great power when it comes to selecting PD, supporting teacher growth, and improving academic performance for students. However, professional growth is a collaborative effort and must be a priority by teachers, school-level leadership, and district-level leadership (Brown & Militello, 2016; Zimmerman, 2003). Guskey (2003) researched and analyzed thirteen lists of the characteristics of effective PD. In his study, he found that the most frequently mentioned characteristic amongst them was the enhancement of teachers' content and pedagogic knowledge. Teachers want to understand their content more deeply and ways they can help their students learn. The other characteristics recorded by Desimone et al. (2002) of effective professional development also included in Guskey's list analysis: driven by analysis of actual student performance and goals (ranked tenth), based on teachers' identified needs (ranked ninth), job-embedded (ranked thirteenth), promotes collegiality and collaboration (ranked third), continuous and involves follow-up support (ranked twelfth), based on multiple research-based sources (ranked fifteenth), 10 provides opportunities for theoretical understanding (ranked seventeenth), and provides for a change process (ranked nineteenth). He concludes, "There appears to be little agreement among professional development researchers or practitioners about the criteria for 'effectiveness'" (p.749).

However, all PD should have the ultimate goal of improving student learning outcomes. Influencing Student Achievement Hattie (2012) spent more than fifteen years researching student learning. In his synthesis of 1,400 meta-analyses, including over 300 million students and over 30,000 studies, he has discovered what influences student achievement. His research groups the meta-analyses into the following categories: classroom, teacher, teaching, student, curricula, home, and school. Hattie has included influences from class size, to parent income, to homework, to using mnemonics, to pre-term birth weight. Using a "hinge-point" of 0.4 to denote one-years expected growth, his calculations indicate that there are just as many metaanalyses with a negative impact on student learning as those with a positive impact on student learning. According to the Barometer of Influence, anything with an effect size greater than 0.4 has a greater-than-average impact on student learning. For example, strategies such as providing feedback, scaffolding, and facilitating classroom discussion have a great influence on student achievement. Anything with an effect size less than 0.4 has a less-than-average or even a negative impact on student learning. For example, use of

PowerPoint, boredom, types of testing, retention, and use of worked examples all have a less than 0.4 effect size (Hattie, 2012; Visible Learning Plus, 2017). Providing effective PD in 11 areas with high effect sizes and discouraging those in areas that have low or negative impacts would improve student academic success. Evaluating Professional Development Killion (2018) discusses the different purposes of evaluation. One purpose is to measure the overall effectiveness of the PD, including the merit, worth, and impact. Another is to facilitate improvements to an existing program. This looks specifically at the program's strengths and weaknesses as well as its benefits and problems. You may also use evaluations to generate knowledge or provide accountability within a system. The purpose of evaluation depends on the needs of the system, and be viewed as a critical, systematic component of the process. Good evaluations "require thoughtful planning, the ability to ask good questions, and a basic understanding of how to find valid answers. What's more, they can provide meaningful information that you can use to make thoughtful, responsible decisions about professional development processes and effects" (Guskey, 2002, p.46). According to Guskey, there are five levels of PD evaluation: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes. When planning a professional learning experience, he suggests starting at level five to determine the desired student learning outcomes and working backward since the decisions made at each level directly influence the following. For example, the participants' initial reaction to the experience (level one) will directly affect their learning of needed knowledge and skills (level 2). 12 The most effective planning processes begin with setting clear student learning outcomes and the sources of data needed as evidence. By adhering to the five levels, you obtain the evidence needed to support your evaluation of the PD (Guskey, 2002; Guskey, 2016).

### *2.9 Professional Development*

We encounter various terms coined in the literature for professional development (PD). These include continuing education, professional development, professional learning, in-service training, continuous professional development, career-related continuous learning, professional advancement, and personnel development. "Professional development, in a broad sense, refers to the development of a person in his or her professional role" (Villegas-Reimers, 2003, p. 11). People strive for betterment in their professions through self-training and institutional support for development. The teaching profession aims to enhance students‟ learning by improving teacher qualifications with professional development (Craft, 2000; Drage, 2010). Professional development is a process that helps teachers improve their professional knowledge, skills, and attitudes; thus, it promotes students‟ learning (Guskey, 2000). Learner success is the strongest motive for teachers to continue professional development. Research has revealed that high-quality professional development can change teacher practices and positively affect student learning (Borko & Putnam, 1995; Darling-Hammond, 2000; Desimone et al.,2005; Yoon et al.,2007). It is known that students learning in a class with a low-achieving teacher become low-achievers while students with a high-achieving teacher turn out to be high-achievers. Teachers increase their success to the extent that they participate in professional development, which simultaneously increases student achievement. Professional development includes both formal and informal experiences (Ganser, 2000). Formal learning opportunities consist of learning environments with a structured program such as postgraduate courses or compulsory professional development (Feiman-Nemser, 2001). Such experiences represent conventional practices of professional development. Formal learning opportunities enable teachers to upgrade their knowledge and skills with workshops and courses. Experts generally think that the information provided through these short-term events will be put into practice. On the other hand, informal learning opportunities do not follow a structured program and are not restricted to specific educational settings. They include individual activities such as reading and classroom observations as well as collaborative activities such as interviews with colleagues and parents, mentoring activities, teacher networks, and workgroups (FeimanNemser, 2001; Desimone, 2009; Richter et al.,2014). There are different views on professional development models (Borko & Putnam, 1995; Guskey, 2000; Sparks & Loucks-Horsley, 2007). Craft (2000) looks at professional development from several angles including "purposes", "location", "length", "methods", and "levels of impact" (p. 17). In her model, the purposes consist of staff/group performance, individual job performance, career development, professional knowledge, and personal education. Location refers to off-site professional development, school-based professional development, and school-focused professional development. Length includes long opportunities (1-3 years), short opportunities (2- 20 days), and incidental opportunities (1-2 days). Methods are action research, working with colleagues, visits, and placements, the creative use of information and communication technology (ICT), and job definition/comparison. Lastly, levels of impact are split into staff-team-department H. Yurtseven Yılmaz, S. Sever / Journal of Pedagogical Research, 5(1), 88-113 90 performance, career development, and professional knowledge. Examining professional development models, we notice that value attribution and teacher identities shape these models. Those who consider teachers as passive practitioners or technicians opt for the course model for professional development, while those who see teachers as thinkers who undergo selfdevelopment appear to prefer guided self-development, workgroups, and counseling (Bümen et al., 2012). 1.1.1. Professional development of teachers in Turkey The professional development programs for teachers in Turkey are locally prepared and implemented each year by the provincial directorates of national education in a unit called the Professional Development Support and Monitoring Department within the body of the Ministry of National Education General Directorate of Teacher Training and Development. Besides, it is observed that the MONE has recently reduced the number of face-to-face training courses. Professional development practices have begun to be implemented by non-governmental organizations or TÜBİTAK (the Scientific and Technological Research Council of Turkey) with their training and project activities (Günel & Tanrıverdi, 2014). The

significance of professional development has been stated in state policy by laws and regulations (the Basic Law of National Education No. 1739, Civil Service Law No. 657, the Organization and Duties of the Ministry of National Education Law No. 3797, and the In-service Training Department of the Ministry of National Education). When official documents such as the tenth development plan (Republic of Turkey Ministry of Development, 2013), the eleventh development plan (Strategy and Budget Department of the President of the Republic of Turkey, 2019), National Education Quality Framework (MONE, 2015a), and the MONE Strategic Plan (MONE Strategy Development Directorate, 2015b; 2019a) that shape the near future are analyzed, it is evident that the development of the basic skills of employees is emphasized, and that professional development has been prioritized. For example, education policies in the tenth (2013) and eleventh development plans (2019) aim to make the teaching profession more attractive, organizing the teacher training and professional development systems in a way that continually encourages personal and professional development for teachers and promotes career development and performance, and revising the content of professional development in a way that responds to the current needs of teachers and school administrators. Besides, the 2019-2023 MONE Strategic Plan aims to create a new understanding of professional development, a novel system, and a model to support the development of teachers and school administrators. Approximately 45% of teachers in Turkey are under the age of 34 years, which is an age group consisting of young adults. On the other hand, only 11% of teachers are aged 50 or older. Compared to other OECD countries, Turkey‟s teacher population is considered to be quite young (Eğitim Bir-Sen, 2016, p. 170). When considering that younger teachers need more training, professional development activities in Turkey appear to be essential. Policy documents are highly concerned with professional development. Almost all educational research recommends it as a solution to problems in professional endeavors. However, the success of professional development practices in Turkey is a matter of debate. Studies conducted by the Ministry of National Education (2006; 2010) revealed that teachers‟ need for professional development was not properly met. Half of the training activities targeted occupational knowledge-based professional development, and the substantial expenditure on professional development did not yield a profitable result. There have been a large number of studies on inservice training held by the MONE (Arıbaş, Kartal, & Çağlar, 2012; Arık, 2017; Avcı, 2018; Balkız, 2013; Baştürk, 2012; Büyükcan, 2008; Çiftci, 2008; Durmuş, 2013; Güneş, 2006; Karasolak, Tanrıseven, & Konokman, 2013; Kaya et al., 2013; Nartgün, 2006; Öz, 2012; Özen, 2006; Sezer, 2006; Türkhan, 2008; Uçar, 2005; Ulus, 2009; Ülker, 2009; Veyis, 2012; Yıldırım, 2012; Yıldız & Arıbaş, 2012). These studies highlighted various problems related to in-service training, including the available training programs being unresponsive to teachers‟ current needs, the duration of the H. Yurtseven Yılmaz, S. Sever / Journal of Pedagogical Research, 5(1), 88-113 91 programs, physical environmental conditions, the inadequacy of the educational equipment and accommodation facilities, inconvenient timing, and the lack of trainers (Yurtseven Yılmaz & Gülçiçek Esen, 2015). International studies also illustrated that the work on professional development in Turkey was not at the desired level of quality. Based on the 2015 Teaching and Learning International Survey (TALIS), teachers mostly attended educational conferences or seminars (about 72%) and courses/workshops (64%). Nevertheless, only about 25% of them believed that these activities made an impact on their professional development. While 45% of teachers preferred participating in more professional development activities, 55% appeared to be reluctant. Moreover, Büyüköztürk et al. (2010) noted that teachers participated the least in activities that they considered to be the most useful for their professional development. According to the 2015 PISA report (Taş et al., 2016), the rate of teacher participation in professional development in Turkey was less than half that of the OECD average (OECD average: 509% and Turkey average: 24%). The 2018 TALIS asked teachers whether the professional development activities they attended had a positive impact on their teaching practices. In the OECD average, 81.8% of teachers indicated that participation in professional development activities positively impacted their teaching practices, while this ratio was 71.8% for Turkey. Turkey was the sixth lowest country in terms of the percentage of teachers stating that professional development activities had positive effects on their teaching practices (Karip, 2019). In terms of Turkish language teachers‟ responsibility, in primary and secondary schools, one of the most critical factors affecting success in learning other subjects is the first language teaching. During the education process, the objective is to improve students‟ comprehension and expression skills and to provide students with language awareness and sensitivity. Öz (2011) reported that students reading fast and accurately understand what they read, have an extensive vocabulary and mastery in oral and written language use, and are more likely to succeed in other subjects; therefore, the Turkish language course should not be underestimated. Sever (2001) noted that rational individuals, who can communicate effectively in the written language, develop understanding, expressive skills and critical thinking skills, and make autonomous decisions, can become a constructive and creative part of their cultural environment (p. 14). In the educational system, the responsibility of teaching the desired behaviors falls primarily on teachers teaching children‟s mother tongue. According to the MONE (2008), the Turkish language teacher should be able to prepare lesson plans for Turkish language education, organize learning environments, and use course tools and technological resources appropriate for Turkish language education in addition to improving students‟ language skills. Turkish language teachers are expected to have qualifications such as preparing activities for students with learning difficulties and special education needs, utilizing assessment and evaluation tools/methods, cooperating with families, and manifesting leadership skills for societies. Besides, Turkish language teachers should realize that their personal and professional development determines their own professional competencies. The objectives of the curriculum of the Turkish Language Teaching Program (MONE, 2018) refer to particular qualifications for Turkish language teachers such as that they should have high-level thinking skills (comprehension, analysis, synthesis, evaluation, reflective thinking, problem solving, etc.) and reflect them in their practices in the classroom. Professional development programs designed to meet the needs of in-service Turkish language

teachers who are expected to have this knowledge, and these skills and attitudes, will improve the quality of Turkish education. Hence, conducting a situation analysis and identifying teachers‟ expectations, wishes, and needs are necessary. It generates a significant gap in education when teachers are put in a position to develop personally and professionally without providing them with the activities to fulfill their needs, expectations, and wishes. This gap can be bridged by integrating the developments in the teaching profession with general and specific field competencies and by regularly training Turkish language teachers who teach different levels during their careers.

### *2.10 Educator Compensation*

In traditional salary systems, increases in pay for educators are based on the number of years spent in the school or system and the number of post-graduate hours earned at a university. This system "was originally aimed at preventing pay inequity between men and women prevalent until the 1940s" (Firestone, as cited in Jensen, 2010). This practice remains in place in most American school districts today. There is research to support "including experience as one of multiple components of teacher compensation. Although teacher experience is correlated with student achievement, the greatest effects occur in the first few years of teaching" (Hanover, 2015). In the researcher's observation, when experience becomes the only component determining teacher compensation, there is little incentive for educators to implement new practices later in their career. As reform movements started questioning annual pay increases, incentive-based merit systems gained popularity but had unintended consequences. In a merit pay system, teachers that earn superior evaluations or increase student achievement data earn incentives, typically extra pay either as a bonus or addition to base pay. The thinking behind using educator evaluation was by rewarding educators for success in the classroom, these educators would be inclined to remain in the classroom, and by not rewarding mediocrity, merit pay would naturally weed out weak educators (Milanowski, 2002). In practice, this system was often found to be "based on administrators' subjective judgments of teacher performance during the prior year" (Milanowski, 2002). More recent iterations of merit pay initiatives have attempted to address the "opaque goals, which make it hard for teachers to understand the program and undermine their support for it" (Lavy, 2007) but a new concern has emerged in the era of Professional Learning Communities. In PLCs, "teachers share their results from assessments with their colleagues, and they quickly learn when a teammate has been particularly effective in teaching a certain skill. Team members consciously look for successful practice and attempt to replicate it in their own practice" (DuFour, 2004). If only 10 percent of educators per building are eligible for the additional merit pay bonus, the desire to share high-quality lessons and pedagogy with teammates drops to almost zero and teams see colleagues as competition instead of pooling knowledge and skills together to benefit all students. The second type of merit pay system ties increases in pay to student achievement data has also had unintended consequences. "Because test scores measure only certain skills, linking compensation to test scores might cause teachers to sacrifice the nurturing of curiosity and creative thinking to teaching the skills tested on standardized exams—a practice known as teaching to the test" (Lavy, 2007). In the information age, the ability to learn, unlearn, and relearn, or to stay curious and creative, has moved from nice-to- know to essential. By teaching to the test, and leaving out critical skills for success, we are not ensuring students are college and career ready at graduation. Likewise, state tests are not given in every grade, or all subjects, leaving many educators without the opportunity to earn additional pay at all. In 2004, Denver Public Schools passed a tax hike to underwrite incentive-based teacher pay (Keller, 2005). This tax funded a wide-reaching compensation program for educators creating opportunities for "salary increases or bonuses for completing degrees, undertaking professional-development projects, raising scores on state tests, or teaching in high-poverty schools or in academic areas such as English as a second language where there are shortages of qualified teachers" (Keller, 2005). Fourteen years into the program, the multiple compensation packages have proven to be confusing and frustrating (Asmar, 2016). When analyzing the professional-development projects that can be used by educators to earn incentive compensation, most remain directly linked to student test scores and performance evaluations. These are the same subjective and difficult to correlate measures that have proven problematic in the past. If merit pay systems have been found to be ineffective, and extrinsic variables can motivate high work performance (Odden, 2002), what options are available for schools to implement to increase motivation to change practice? The issue does not seem to be that additional pay is inherently untenable in public education, but that the types of systems we have tried have been problematic. Demonstration of Learning A key missing component in the Denver, and most, professional development systems is that they do "not appear to require teachers to demonstrate they obtained knowledge and skills" (Kimball, 2016) yet tie increases in pay to outside or arbitrary measures. When educators in these systems participate in professional learning, they are most often credited for attendance, or seat time, at the event instead of for transfer and application of the learning after the development has occurred. These current practices "place too much focus on quantity rather than quality of teachers' learning" (Appova, 2017) and repeat the same absence of accountability that leads to little motivation, or incentive, to change practice. Teachers are able to learn new strategies fairly quickly, but many need support to be able to successfully implement into their classroom (Gulamhussein, 2013). While the purpose of professional development is to "enable educators to develop the knowledge and skills they need to address students' learning challenges" (Mizell, 2010) "showing that professional development translates into gains in student achievement poses tremendous challenges, despite an intuitive and logical connection" (Borko, as cited in Yoon, 2007, p. 3). The Regional Educational Laboratory at Edvance Research explains it this way: Professional development affects student achievement through three steps. First, professional development enhances teacher knowledge and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student

achievement. If one link is weak or missing, better student learning cannot be expected. If a teacher fails to apply new ideas from professional development to classroom instruction, for example, students will not benefit from the teacher's professional development (2007, p. 4). By structuring professional learning systems for transfer, "we have the opportunity to actually see how teachers change their practice with students" (Wolf, 2016, para. 6). Traditional professional development systems have mis-measured effectiveness. Requiring educators to develop "artifacts to submit may encourage, or nudge, teachers to go the extra step and try what they are learning with students" (Wolf, 2016, para. 6). This simple adjustment strengthens the steps outlined above and moves much closer to linking student learning to new ideas from professional development. Design of Professional Learning In 2014, the Boston Consulting Group engaged a research study to identify the needs and opportunities for professional development (Bill and Melinda Gates, 2014). funded by the Gates Foundation. Analyzing interview and survey data from over three thousand educators, only "29 percent of teachers are highly satisfied with current professional development offerings" (Bill and Melinda Gates, 2014). Despite new data supporting, "the need for more job-embedded, modular and personalized approaches to educator development, most professional development is delivered and managed -- primarily via one-size-fits-all workshops or conference presentations" ("Moving PD", 2016). We are still delivering professional learning in the same, failed modes of the past. As Yoon described, the workshop model has little evidence of impacting practice and short, one-shot workshops often don't change teacher practice and have little effect on student achievement (Yoon, 2007). Workshops may catch the brunt of failed professional learning models, but they are not the only issue. Other well-documented problems related to traditional professional development include: ▪ lack of collaboration. ▪ lack of personalization (often disconnected from practice). ▪ little opportunity to demonstrate new knowledge or skills (rarely including timely topics and relevant practices that evolve over time). ▪ lack of leadership opportunities. ▪ input-driven versus outcome-driven measures (professional development credit hours versus demonstrations of mastery). and high teacher attrition rates ("Moving PD", 2016) While many factors have been identified as the cause of failure in professional learning, Guskey "situates the problem of teachers' dissatisfaction squarely in the design of PD offerings" (Appova, 2017). If we acknowledge that it is rare that all students in one classroom would benefit equally from a single lecture, why do we cling to the idea that all educators would benefit from the same professional development sessions? Like students, teachers demonstrate a variety of emotional, intellectual, social, and professional characteristics (Korthagen, 2017). When educators are asked about the best practices in professional learning, "they suggest that the ideal professional learning experience should focus less on presentations and lectures and more on opportunities to apply learning through demonstrations or modeling and practice" (Bill and Melinda Gates, 2014, p. 4). Much like the students they teach, adults learn better by doing. Appova and Arbaugh found that "meaning and relevance of the new knowledge together with teachers' ability to transfer and apply new knowledge immediately to their classrooms is critical to the enterprise of teacher learning" (2017). Without direct application to the classroom, why would we expect a change in practice? Beyond Merit Pay Systems: Competency-Based Professional Development. There are emerging professional learning systems moving away from the merit pay model of tying additional education compensation to student achievement and performance-based evaluations. "In contrast to merit pay systems, which evaluate teachers against each other, skill-based pay systems allow all teachers the opportunity to develop skills that may increase their compensation" (Hanover, 2015). While the common language has not settled on a single term, this "design enhances a deeper understanding and more successful implementation of teaching strategies that result in stronger student learning" but the focus stays on objectively compensating educators "when they put new skills into practice" (Loveland, 2017). Several states are experimenting with this type of professional learning sometimes referred to as incentive based, skills-based, knowledge-based, competency-based, or micro-credential professional learning. In a competency-based compensation system, "what is important is not how much time teachers spend in university classrooms, but that they have developed and demonstrated specific teaching skills" to their setting (Atchison, 2010). No matter the name, this professional learning "provides stronger evidence of teacher growth" (Loveland, 2017) than traditional systems that compensate educators for attendance at development sessions but do not incentivize, or measure for, transfer of learning into the educators' practice. A skills-based compensation system "encourages teachers to develop skills known to be associated with student achievement and avoids penalizing skilled teachers whose students fail to progress despite high-quality teaching" (Hanover, 2015). Micro-Credentials: Curated Professional Learning Choices. Micro-credentials, one form of competency-based professional learning, is quickly gaining popularity and has been adopted in several districts and states as demonstration of learning for re-certification. These states include Arkansas, Delaware, North Carolina, Tennessee, and Wisconsin (DeMonte, 2017). The structure of micro-credentials is appealing to many states, districts, and individual educators because, historically, educators have had little say in what professional development they participated. While educators constantly ask to participate in professional development opportunities that are related to the work they do in their own classrooms districts have limited professional development funds and, depending on the district's location, limited access to professional development events (DeMonte, 2013). The ability to individualize professional learning seems out of reach to most districts and for many content-specific educators until the concept of micro-credentials was introduced. Micro-credentials are "often delivered online, meaning it can be more accessible to rural educators and those who need to engage in professional learning in the evening, on weekends, or during school breaks" and "allow teachers to personalize their professional learning" (DeMonte, 2017). The process of micro-credentialing is defined by Digital Promise in the following steps: 1. A district will develop, or partner with a provider to develop, a series of approved micro-credential modules. 2. Educators login and select the micro-credential module(s) they wish to complete. 3. The modules typically include resources (articles or videos) on the topic to drive the learning for the educator and a

rubric defining the evidence required to earn the micro-credential. 4. The educator creates required evidence and submits to the scorer. TRANSFORMING PROFESSIONAL DEVELOPMENT 22 5. The scorer awards micro-credential or provides feedback as to what improvements/changes are needed to earn micro-credential ("Educator Micro-Credentials", n.d.,) The online flexibility combined with "giving teachers control of their own professional learning" (DeMonte, 2017) may be why "97 percent of respondents wanted to pursue another micro-credential" according to survey results from North Carolina State University College of Education Friday Institute (Acree, 2016), numbers hard to replicate with almost any other type of professional learning. Personalized Professional Development: Educator Designed Professional Learning. In the micro-credential iteration of professional development, teacher voice and choice are increased but true personalizing moves beyond adding choice. "Personalized learning involves the student in the creation of learning activities" (Basye, 2018). While this concept pushes on traditional instructional practices, many schools are also coming to the "understanding that teachers had never experienced it [personalized learning] themselves and are struggling with how to do it in the classroom" (Sawchuk, 2016). We are currently at a crossroads in public education and as Vander states, "if we want more students to experience powerful learning, we need to create development pathways that allow school [teacher] and district leaders to benefit from the same blended, competency-based and deeper learning experiences that they seek to create for students" (2015). This type of professional learning has yet to have a commercial term but will be referenced as Personalized Professional Development in this study. Modeled after the choice projects gaining popularity with students, "teachers can choose their own professional learning activities, but must submit a request for approval before the district will allow the activity to count" (Kimball, 2016). After completing the learning and implementation, educators "submit evidence—such as samples of student work and written reflections—that they've brought their new skills to the classroom" (Loveland, 2017). This built-in reflective step allows educators to "assess how their new skills have improved instruction and gives them a sense of agency in their own professional goals" (Loveland, 2017). This form of professional development would be a radical departure from current practice. "Fewer than one in three teachers (30 percent) choose most or all of their professional learning opportunities. Nearly one in five (18 percent) never have a say in their professional development" (Bill and Melinda Gates, 2014). Yet educators that are can choose their "professional learning opportunities are more than twice as satisfied with professional development as those that have no say" (Bill and Melinda Gates, 2014). In the researcher's experience, districts resisting choice in professional learning often do so because of lack of manpower and management. Questions of who will manage the requests submitted by educators and approve the submissions must be addressed ahead of implementation, or the process will be sure to fail are often observed by the researcher. The seemingly large task of managing multiple pathways of professional learning may help explain why many are looking to pre-curated, third-party micro-credentials that offer some choice because the management can be outsourced despite the additional cost incurred to the district. One workaround to the managing of Personalized Professional Development may be in a redefinition of professional development activities for "much of what systems consider professional development, teachers perceive as wasted time" (Bill and Melinda Gates, 2014). By leveraging the self-reflection component of Personalized Professional Development, districts may find this type of learning manageable. The money saved by keeping the process in-district could be reallocated as stipends directly to the educators and solve the issue of "lack of stipends/resources, not generally available to teachers to pursue professional development outside their contract hours, demotivated teachers' learning and leaving them feeling skeptical about their district's genuine investment in/appreciation of teachers' learning" (Appova, 2017). Cohorts as Professional Learning. One time, drive-by professional development does not sustain change in practice (Appova, 2017). Unfortunately, best practices are sometimes set aside to report a on a district initiative to school boards or the parent community. For example, communicating that 90 percent of educators are certified in ___ technique is more straightforward than explaining the need for release time for teachers to sit together in a room. Yet, this is precisely what teachers repeatedly request: time to work together "via small, content-specific and needs-based teacher collaborations" (Appova, 2017). This time is "highly desirable and motivating, and that teachers' input and the district's trust in teachers' abilities to learn collectively are crucial for achieving effective and collaborative teacher-learning" (Appova, 2017). It can be a tough sell to school boards as time away from students always has a cost benefit. While an expensive expert may be brought in to lead development for one or two days, teachers find that their ability to sustain changes wain. In an interview with Appova one teacher explained: I'm pretty good for a month or two and then I get lazy. I think if I had some sort of accountability that was really pressing me to continue to think about it, and talk about it, and read about it – I would be apt to stick with it. Because I do think it's important, and I know it's important – but for some reason it fades away. -Olivia, mid-career, junior high (2017). Cohort learning groups provide this accountability and increase teacher motivation. "Engaging in small content-specific collaborative learning groups situated around common concerns and needs" (Appova, 2017) may not have the star power of a national expert, but they do have the long-term impact that we so crave in professional development models. Motivation to Change Practice. A meta-analysis funded through the National Science Foundation analyzing "teacher motivation for those planning, conducting, and evaluating PD" (Schieb, 2011) found there has been "no systematic focus" on the "degree to which teachers' motivation and engagement in PD influences their classroom instruction" (Schieb, 2011). School districts spend billions on teacher development each year (Horn, 2018) but there is little data collected around the influence professional development has on changing classroom practice. While many studies have evaluated and assessed professional learning, there are few that measure "teachers' own mastery or performance achievement goals" (Schieb, 2011). Dan Weisberg, TNTP's chief executive states: We are bombarding teachers with a lot of help, but the truth is, it's not helping all that much. We are not approaching this in a very smart way. We're basically throwing a lot of things against the wall and not even looking to see whether

it works (Layton, 2015). In an era of accountability, "the current system tracks and measures professional development efficacy via the inputs (money spent, workshops attended, consultants hired) rather than the outputs (improved practice)" ("Moving PD, 2016). There seems to be much room for improvement in how we develop professional learning, impact teacher practice and spend these dollars.

**3. Significance of the Study**

**Students.** By concluding that the classroom instruction of teachers may be improved with the help of a dynamic professional development, it can be contributed to the success of the students. This is so because the dynamic method emphasizes successful teacher behavior. Student achievement may also rise as a result of improved teacher behavior in the classroom.

**Teachers.** Professionally trained educators can advance student learning while also advancing national development.

**Pre-service Teachers.** The theoretical foundation can benefit pre-service teacher education. The improvement can help people appreciate how important teacher behavior is to student accomplishment. Teachers' quality can be raised by providing the factors identified by the dynamic approach during teacher training.

**Administrators.** The management of teachers' professional development may become simpler for school managers as a result. The strategy offers administrators specific actions to do and resources they can use. School administrators can employ these procedures and the instruments because of the training. Thus, the obstacles to school administrators contributing to the professional development of teachers can be addressed.

**Future Researcher.** The outcome of the study can be used as reference for them to come up with the research studies regarding the integration of the involved variables.

***3.2 Theoretical Framework***

***3.2.1 Dynamic Principles of Professional Development***

This research will be anchored to the study of Crawford and Hardy (2022) as they discovered that the dynamic principles of professional development are directly and indirectly defined and applied without any particular order of sequence. Furthermore, this is not a comprehensive list of all professional principles related to education; rather, it is an illustration of the principles on which a lively exchange takes place and raises real professional development. The following are the dynamic principles of professional development: identification, participation, transformation, and introspection. While collaborating closely with teachers and administrators, dynamic professional development concepts both illustrate and apply the standards and attitudes that are present in real-world classroom engagement. Teachers in the classroom, who are also affiliated teacher educators, frequently display these dynamic professional development ideas in their practice. These guidelines frequently represent components of successful teacher training. The important characteristics of classroom teachers as related teacher educators are thus highlighted by these dynamic professional development ideas. Additionally, these dynamic concepts deepen and enrich the text's expanding understanding of classroom teachers as associated teacher educators.

***3.2.2 Dynamic Teacher Professional Development***

Another study that may also serve as a framework in this research undertaking is from Creemers, Kyriakides, & Antoniou (2013) as they explained that introduction, organization, questioning, teaching through modeling, application, using the classroom as a learning environment, time management, and assessment should be included in the dynamic approach of teachers. The dynamic approach to teacher professional development focuses on the instructor actions that influence student learning. Teachers must reflect on their practice as they create action plans. The demands of teachers' personal growth must be met because teachers' developmental phases may vary. There are eight components to the strategy that work well in the classroom. An important part of teachers' professional development is played by school administrators (Glanz & Neville 1997; Hallinger & Heck 1996; Sheppard, 1996). It was stated that one of the responsibilities of administrators was to foster a culture of professional learning for teachers (Fullan, 2006). To advance teachers' knowledge and abilities and to promote their professional growth, administrators should create the proper school culture (Usdan, 2000). In this regard, administrators' duties include coordinating organizational aspects with professional advancement (Clement & Vandenberghe, 2001). Teachers should view their administrators as professionals in professional development, and they should be expected to provide the assistance, information, and resources required (Payne & Wolson, 2000). However, school leaders are unable to assist teachers in developing professionally through their advice (Alk & Ehitolu, 2006; Ekinci, 2010).

### *3.3 Conceptual Framework*

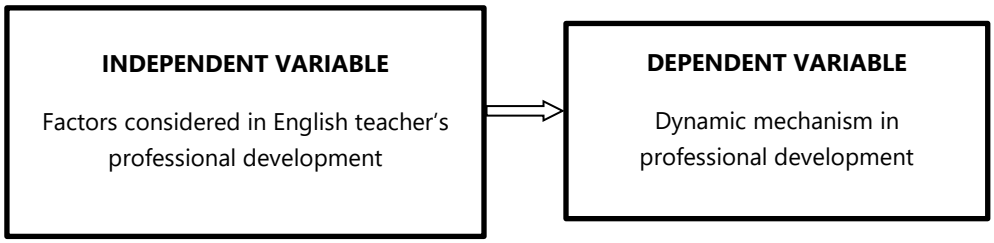


**Figure 1. Conceptual Framework of the Study**

This paradigm illustrates how will the independent variable which is the factors to be considered in English teacher's professional development influence will influence the dependent variable dynamic mechanism in professional development applied by the school.

### *3.4 Statement of the Problem*

The study aims to identify the factors to be considered in English teacher's professional development and its influence to the dynamic mechanism applied by the vocational college.

Specifically, this will have sought answers to the following sub-problems:

1. How do the teachers rate the factors to be considered in English teacher's professional development?
2. How do the teachers assess the current dynamic mechanism in professional development applied by the school?
3. Is there a significant influence of the teachers considered factors in English professional development to the dynamic mechanism applied by the school?
4. How do the English teachers describe the current professional development activities implemented by the school?
5. Based from the results of the findings, what professional development program can be proposed to the higher vocational college?

### *3.5 Definition of Terms*

The following terms will be defined in conceptual and how will it be utilized in the study.

***Dynamic Mechanism.*** Teacher professional development with the dynamic approach focuses on the teacher behaviors that affect student learning.

***Mentoring.*** Actively assist pre-service teachers in raising problems for teaching practices of their own and others (Wang & Odell, 2002) and work as co-thinkers and co-learners with pre-service teachers in learning to teach in their classroom contexts to address their students' needs.

***Professional Development.*** Professional development is learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice.

***Professional Growth.*** Professional growth—or professional development—essentially refers to gaining new skills and work experience that can help you reach a goal in your career.

***Teacher Network.*** Professional growth—or professional development—essentially refers to gaining new skills and work experience that can help you reach a goal in your career.

### *3.6 Scope and Delimitation of the Study*

The scope of the study will be in Yancheng, Jiangsu, in particular the target participants will be the teachers of Jiangsu Vocational College of Medicine. The variables of the study included the factors to be considered in English teacher's professional development and dynamic mechanism in professional applied by the school. Total number of teachers in the College of Medicine will still be determined for the sample size of the study. This study will be conducted during the Calendar Year 2022-2023.

## 4. Methodology of the Study

The study used the descriptive quantitative design focusing on influencing factors and dynamic mechanism of teachers' professional development in higher vocational colleges. The reasons for doing something for the use of the methods focused in

the fact that the present study gave importance and focus for the mental health and pentatonic mode music which serve as the dependent and independent variable of the study respectively.

According to Gravetter et al. (2012), as cited in Aguabo (2018), a descriptive approach of studies is a method of gathering, reading, classifying, and tabulating data about the prevailing conditions, practices, beliefs and approaches, developments and reasons, and effect relationships and then making adequate and correct interpretation of such facts. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place.

### *4.1 Respondents of the Study*

The study focused on the answers of the teacher respondents from the Jiangsu Vocational College of Medicine in Yancheng, Jiangsu. A sample of 20% from the total population were selected using the random sampling technique. The random sampling technique is a probability sampling technique where each member of the population has an equal chance of being selected, Thomas (2020). There are no qualifications or other required characteristics to be part of the population. The twenty (20) respondents will be composed of the vocational students of the Jiangsu Vocational College of Medicine in Yancheng, Jiangsu whose answers will be utilized for the findings of the study.

### *4.2 Instruments of the Study*

The instrument that the study will utilize is an adapted questionnaire intended for assessing the experiences of teacher respondents in the influencing factors and dynamic mechanism of their professional development. The questionnaire will be administered by the researcher with the help of the administrator of the school or the immediate head of the teacher respondents of the study.

### *4.3 Data Gathering Procedure*

The researcher will utilize the survey methodology to gather data, wherein participants will complete the survey questionnaire through online forms. The survey questionnaire will be disseminated to the Jiangsu Vocational College of Medicine in Yancheng, Jiangsu within a span of two (2) weeks. Utilizing data gathered from appropriate literature and other pertinent sources will support the research assertion. Respondents who consent to partake in the survey will not undergo interviews if the collected data demonstrates adequate coherence for analysis.

Data collection will be conducted using the following procedures:

1. The survey questionnaire will be sent to a group of specialists for the purpose of validating the research instrument.
2. The research instrument will be submitted to the Graduate School Office for permission for the dissemination of the survey questionnaire.
3. A formal request letter will be written to the Human Resource Manager of the chosen vocational schools in China, seeking permission to gather data. The letter will also clarify that there is no conflict of interest between the parties involved in conducting the research.
4. Once the human resources manager gives consent, the researcher will distribute the questionnaires to the respondents via online forms. The researcher will elucidate the strict adherence to the Data Privacy Act of 2012 in regards to maintaining the confidentiality of the information collected from the respondents.
5. The researcher will verify whether all the items will be completed for the implementation of the study following a ten- to fifteen-minute period of response from the participants in order to prevent any undue stress on their behalf.
6. The researcher will ensure that a duplicate of the result will be given to the study location.

### *4.4 Data Processing and Statistical Treatment*

The statistical tool that will be used in this study is Linear Correlation. This statistical tool analyzed how experiences of teachers in the influencing factors and dynamic mechanism of their professional development.

**5. Presentation, Analysis, and Interpretation of Data**

***5.1 How do the teachers rate the factors to be considered in English teacher's professional development?***

Table 2

Teachers Rating to The Factors to Be Considered in English Teacher's Professional Development

| Indicators | Average rating | Interpretation | Rank |
|---|---|---|---|
| **Professional Development** | | | |
| 1. Courses/workshops (e.g. on subject matter or methods and/or other English course-related topics) | 2.31 | Disagree | 3 |
| 2. Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems in English course) | 2.56 | Agree | 5 |
| 3. Qualification programme (e.g. a degree program in English) | 2.94 | Agree | 8 |
| 4. Observation visits to other schools for bench-marking | 2.40 | Disagree | 4 |
| 5. Participation in a network of teachers formed specifically for the professional development of teachers | 2.25 | Disagree | 2 |
| 6. Individual or collaborative research on a topic of interest to you professionally | 2.92 | Agree | 6 |
| 7. Mentoring and/or peer observation and coaching, as part of a formal school arrangement | 2.92 | Agree | 6 |
| 8. Proper orientation on teachers professional development program | 2.99 | Agree | 9 |
| 9. Available professional literature for reading (e.g. journals, evidence-based papers, thesis papers) | 2.17 | Disagree | 1 |
| 10. Informal dialogue engagement with colleagues on how to improve teaching English course | 3.19 | Agree | 10 |
| **Overall** | **2.67** | **Agree** | |

Table 2 shows the numerical data of teachers rating to the factors to be considered in English teacher's professional development. In this section of the study, it quantifies the English teacher's professional development. Pertaining to the table, being on the first rank with a weighted mean of 2.17 and is interpreted as "Disagree", is the Available professional literature for reading (e.g. journals, evidence-based papers, thesis papers). Followed by the Participation in a network of teachers formed specifically for the professional development of teachers on rank two having a weighted mean of 2.25 with a verbal interpretation of "Disagree". On rank three, Courses/workshops (e.g. on subject matter or methods and/or other English course-related topics) with a weighted mean of 2.31 and interpretation of "Disagree". On rank four, Observation visits to other schools for bench-marking with a weighted mean of 2.40 and interpretation of "Disagree". Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems in English course) mark the rank five for having a weighted mean of 2.56 and an interpretation of "Agree". For rank six, Individual or collaborative research on a topic of interest to you professionally and Mentoring and/or peer observation and coaching, as part of a formal school arrangement tied with a weighted mean of 2.92 and a verbal interpretation of "Agree". Rank eight is the Qualification programme (e.g. a degree program in English) with a weighted mean of 2.94 and interpreted as "Agree". On ninth rank with a weighted mean of 2.99, Proper orientation on teachers professional development program interpreted as "Agree". Lastly, having the highest weighted mean of 3.19 interpreted as "Agree", is Informal dialogue engagement with colleagues on how to improve teaching English course. Overall, teachers rating to the factors to be considered in English teacher's professional development corresponds to a general weighted mean of 2.67 and interpreted as "Agree".

***5.2 How do the teachers assess the current dynamic mechanism in professional development applied by the school?***

Table 3

Teachers' Assessment to Current Dynamic Mechanism in Professional Development Applied by The School

| Indicators | Average rating | Interpretation | Rank |
|---|---|---|---|
| **Dynamic Mechanism** | | | |
| 1. School administrators expressed that information transfer was frequently used in professional development | 2.75 | Agree | 2 |
| 2. School administrators stated that in professional development, activities should be done in a practical way | 2.92 | Agree | 6 |
| 3. Professional development activities were full of efficient processes | 2.99 | Agree | 8 |
| 4. School administrators always plan the current practice and activities are given by experts | 2.92 | Agree | 6 |
| 5. Effective distance education and professional development | 3.14 | Agree | 9 |
| 6. School administrators always consider professional development needs | 3.19 | Agree | 10 |
| 7. School administrators go beyond the announcement of the existing training for the teachers | 2.77 | Agree | 4 |
| 8. School heads stated go beyond sharing experiences with teachers and assisting them when necessary | 2.76 | Agree | 3 |
| 9. Professional development activities are prepared according to the problems faced by teachers | 2.85 | Agree | 5 |
| 10. School administrators are aware of the fact that course observation is already a part of their duties, but they consider other areas in observing teachers. | 2.72 | Agree | 1 |
| **Overall** | **2.75** | **Agree** | |

Table 3 shows the numerical data of teachers' assessment to current dynamic mechanism in professional development applied by the school. In this section of the study, it quantifies the dynamic mechanism in professional development. Pertaining to the table, being on the first rank with a weighted mean of 2.72 and is interpreted as "Agree", is the School administrators are aware of the fact that course observation is already a part of their duties, but they consider other areas in observing teachers. Followed by the School administrators expressed that information transfer was frequently used in professional development on rank two having a weighted mean of 2.75 with a verbal interpretation of "Agree". On rank three, School heads stated go beyond sharing experiences with teachers and assisting them when necessary with a weighted mean of 2.76 and interpretation of "Agree". On rank four, School administrators go beyond the announcement of the existing training for the teachers with a weighted mean of 2.77 and interpretation of "Agree". Professional development activities are prepared according to the problems faced by teachers mark the rank five for having a weighted mean of 2.85 and an interpretation of "Agree". For rank six, School administrators stated that in professional development, activities should be done in a practical way and School administrators always plan the current practice and activities are given by experts tied with a weighted mean of 2.92 and a verbal interpretation of "Agree". Rank eight is the Professional development activities were full of efficient processes with a weighted mean of 2.99 and interpreted as "Agree". On ninth rank with a weighted mean of 3.14, Effective distance education and professional development interpreted as "Agree". Lastly, having the highest weighted mean of 3.19 interpreted as "Agree", is School administrators always consider professional development needs. Overall, teachers rating to the factors to be considered in English teacher's professional development corresponds to a general weighted mean of 2.75 and interpreted as "Agree".

***5.3 Is there a significant influence of the teachers' considered factors in English professional development to the dynamic mechanism applied by the school?***

Table 4

Significant Influence between the English Professional Development and Dynamic Mechanism Applied by the School

| | |
|---|---|
| Computed T value = 2.10 | Critical Value = 1.74 |
| Degree of Freedom = 17 | 5% Level of Significance |

Table 4 shows the computed t value of the significant difference between the English professional development and dynamic mechanism applied by the school. Since the computed T value of 2.10 is less than the critical value of 1.74 with a degree of freedom of 17 at 5% level of significance; therefore, there is a significant difference between the English professional development and dynamic mechanism applied by the school.

***5.4 How do the English teachers describe the current professional development activities implemented by the school***

Table 5

English Teacher's Description to Professional Development of the School

| Indicator | Average rating | Interpretation | Rank |
|---|---|---|---|
| **English Teacher's Participation In Professional Development** | | | |
| 1. Content and performance standards in my main subject field(s) | 2.14 | Disagree | 4 |
| 2. Student assessment practices | 2.55 | Agree | 10 |
| 3. Classroom management | 2.40 | Disagree | 7 |
| 4. Knowledge and understanding of my main subject field(s) | 2.13 | Disagree | 2 |
| 5. Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s) | 2.49 | Disagree | 9 |
| 6. ICT skills for teaching | 2.13 | Disagree | 2 |
| 7. Teaching students with special learning needs | 2.03 | Disagree | 1 |
| 8. Student discipline and behaviour problems | 2.32 | Disagree | 6 |
| 9. School management and administration | 2.40 | Disagree | 7 |
| 10. Student counselling | 2.16 | Disagree | 5 |
| **Overall** | 2.28 | **Disagree** | |

Table 5 shows the numerical data of the English teacher's description in professional development. In this section of the study, it quantifies the English teacher's description in professional development. Pertaining to the table, being on the first rank with a weighted mean of 2.03 and is interpreted as "Disagree", is the Teaching students with special learning needs. Followed by the ICT skills for teaching and Knowledge and understanding of my main subject field(s) tied on rank two having a weighted mean of 2.13 with a verbal interpretation of "Disagree". On rank four, Content and performance standards in my main subject field(s) with a weighted mean of 2.14 and interpretation of "Disagree". Student counselling mark the rank five for having a weighted mean of 2.16 and an interpretation of "Disagree". For rank six, Student discipline and behavior problems with a weighted mean of 2.32 and a verbal interpretation of "Disagree". Rank seven is the School management and administration and Classroom management both with a weighted mean of 2.40 and interpreted as "Disagree". On ninth rank with a weighted mean of 2.49, Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s) interpreted as "Disagree". Lastly, having the highest weighted mean of 2.55 interpreted as "Agree", is Student assessment practices. Overall, English teacher's description in professional development corresponds to a general weighted mean of 2.28 and interpreted as "Disagree".

***5.5 Based from the results of the findings, what professional development program can be proposed to the higher vocational college?***

Since the identified factors of professional development has significant influence to dynamic mechanism in teaching applied by the school, there is a need to enhance the professional development program provided by the school to the teachers.

## 6. Summary of Findings, Conclusions and Recommendations

### *6.1 Summary of Findings*

The following are the major findings of the study:

#### *6.1.1 Teachers Rating to The Factors to Be Considered in English Teacher's Professional Development*

The first rank with a weighted mean of 2.17 and is interpreted as "Disagree", is the available professional literature for reading (e.g. journals, evidence-based papers, thesis papers). Followed by the participation in a network of teachers formed specifically for the professional development of teachers on rank two having a weighted mean of 2.25 with a verbal interpretation of "Disagree". On rank three, courses/workshops (e.g. on subject matter or methods and/or other English course-related topics) with a weighted mean of 2.31 and interpretation of "Disagree". On rank four, observation visits to other schools for bench-marking with a weighted mean of 2.40 and interpretation of "Disagree". Education conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems in English course) mark the rank five for having a weighted mean of 2.56 and an interpretation of "Agree". For rank six, individual or collaborative research on a topic of interest to you professionally and Mentoring and/or peer observation and coaching, as part of a formal school arrangement tied with a weighted mean of 2.92 and a verbal interpretation of "Agree". Rank eight is the qualification programme (e.g. a degree program in English) with a weighted mean of 2.94 and interpreted as "Agree". On ninth rank with a weighted mean of 2.99, proper orientation on Teachers Professional Development program interpreted as "Agree". Lastly, having the highest weighted mean of 3.19 interpreted as "Agree", is informal dialogue engagement with colleagues on how to improve teaching English course. Overall, teachers rating to the factors to be considered in English teacher's Professional Development corresponds to a general weighted mean of 2.67 and interpreted as "Agree".

#### *6.1.2 Teachers' Assessment to Current Dynamic Mechanism in Professional Development Applied by The School*

The first rank with a weighted mean of 2.72 and is interpreted as "Agree", is that School administrators are aware of the fact that course observation is already a part of their duties, but they consider other areas in observing teachers. Followed by the School administrators expressed that information transfer was frequently used in professional development on rank two having a weighted mean of 2.75 with a verbal interpretation of "Agree". On rank three, School heads stated go beyond sharing experiences with teachers and assisting them when necessary with a weighted mean of 2.76 and interpretation of "Agree". On rank four, School administrators go beyond the announcement of the existing training for the teachers with a weighted mean of 2.77 and interpretation of "Agree". Professional development activities are prepared according to the problems faced by teachers mark the rank five for having a weighted mean of 2.85 and an interpretation of "Agree". For rank six, School administrators stated that in professional development, activities should be done in a practical way and School administrators always plan the current practice and activities are given by experts tied with a weighted mean of 2.92 and a verbal interpretation of "Agree". Rank eight is the Professional development activities were full of efficient processes with a weighted mean of 2.99 and interpreted as "Agree". On ninth rank with a weighted mean of 3.14, Effective distance education and professional development interpreted as "Agree". Lastly, having the highest weighted mean of 3.19 interpreted as "Agree", is School administrators always consider professional development needs. Overall, teachers rating to the factors to be considered in English teacher's professional development corresponds to a general weighted mean of 2.75 and interpreted as "Agree".

#### *6.1.3 Significant Influence of Factors in English Professional Development to Dynamic Mechanism Applied by the School*

Since the computed T value of 2.10 is less than the critical value of 1.74 with a degree of freedom of 17 at 5% level of significance, therefore the identified factors to be considered in English Professional Development has a significant influence to the dynamic mechanism applied by the school, and rejected the null hypothesis of the study.

#### *6.1.4 The English Teacher's Description to Professional Development of the School*

The first rank with a weighted mean of 2.03 and is interpreted as "Disagree", in teaching students with special learning needs. Followed by the ICT skills for teaching and Knowledge and understanding main subject field(s) tied on rank two having a weighted mean of 2.13 with a verbal interpretation of "Disagree". On rank four, Content and performance standards in my main subject field(s) with a weighted mean of 2.14 and interpretation of "Disagree". Student counselling mark the rank five for having a weighted mean of 2.16 and an interpretation of "Disagree". For rank six, Student discipline and behavior problems with a weighted mean of 2.32 and a verbal interpretation of "Disagree". Rank seven is the School management and administration and Classroom management both with a weighted mean of 2.40 and interpreted as "Disagree". On ninth rank with a weighted mean of 2.49, Knowledge and understanding of instructional practices (knowledge mediation) in my main subject field(s) interpreted as "Disagree". Lastly, having the highest weighted mean of 2.55 interpreted as "Agree", is Student assessment practices. Overall, English teacher's participation in professional development corresponds to a general weighted mean of 2.28 and interpreted as "Disagree".

### *6.1.5 The Professional Development Program proposed to the higher vocational college*

Since the identified factors of Professional Development has significant influence to dynamic mechanism in teaching applied by the school, there is a need to enhance the professional development program provided by the school to the teachers.

| **Professional Development Program for Teachers** | | | | |
|---|---|---|---|---|
| **Action** | **Objectives** | **Resources** | **Person Responsible** | **Timeframe** |
| 1. Focus on teaching strategies associated with specific curriculum Content. | To support teacher learning within teachers' classroom contexts | Online and actual classrom | Curriculum and Course Experts | One week |
| 2. Incorporate active learning | To engage teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. | Online and Virtual Classroom | Program Administrators | Two weeks |
| 3. Support collaboration | To allow teachers create communities that positively change the culture and instruction of their entire year level, department, school and/or district. | Organization Affiliations | School Administrators and Organization Officers | Every semester |
| 4. Use models of effective practice | To provide teachers with models of best practices in lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching. | Books, presentation, handouts | Master Teachers | Before the start of the semester |

**7. Conclusions**

Based on the significant findings, the following conclusions were reached for the study:

1. Majority of the teachers disagreed that there are available professional literature for reading (e.g. journals, evidence-based papers, thesis papers) in the school, and that they do not participate in a network of teachers neither attending courses/workshops (e.g. on subject matter or methods and/or other English course-related topics) initiated by the school. On the contrary, many of the teachers agreed that they attend education conferences or seminars, and that they are interested with individual or collaborative research on their topic of interest.
2. Most of the teachers agreed to the identified factors to be considered in enhancing the Professional Development program implemented by the school. Therefore, these factors should be emphasized by the School and Program administrators for the English teachers.
3. The null hypothesis was rejected because the identified factors to be considered in teachers professional development has a significant influence to the dynamic mechanism applied by the school.
4. Majority of the teachers disagreed that the following concerns are included in the professional development program in school which are; teach students with special learning needs, knowledge and understanding main subject field(s) tied, and content and performance standards for the main subject field(s).
5. Since the identified factors of Professional Development has significant influence to dynamic mechanism in teaching applied by the school therefore, there is a need to enhance the professional development program provided by the school to the teachers.

**8. Recommendations**

Based on the conclusions of the study, the following are hereby recommended:

1. The school should have an updated library collection on both online and the actual library to be utilized by both the students and teachers. Teachers participation with workshops, education conferences and seminars should strictly be monitored in order assure its effectiveness as well as to (e.g. on subject matter or methods and/or other English course-related topics) initiated by the school.
2. The identified factors of professional development program should be considered by the school and be given an emphasis in the enhancement of the professional development programs for teachers.
3. Teaching students with special needs should also be added to the enhancement of the professional development program.
4. The proposed Professional Development program for teachers is;

| **Professional Development Program for Teachers** | | | | |
|---|---|---|---|---|
| **Action** | **Objectives** | **Resources** | **Person Responsible** | **Timeframe** |
| 1. Focus on teaching strategies associated with specific curriculum Content. | To support teacher learning within teachers' classroom contexts | Online and actual classrom | Curriculum and Course Experts | One week |
| 2. Incorporate active learning | To engage teachers directly in designing and trying out teaching strategies, providing them an opportunity to engage in the same style of learning they are designing for their students. | Online and Virtual Classroom | Program Administrators | Two weeks |
| 3. Support collaboration | To allow teachers create communities that positively change the culture and instruction of their entire year level, department, school and/or district. | Organization Affiliations | School Administrators and Organization Officers | Every semester |
| 4. Use models of effective practice | To provide teachers with models of best practices in lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching. | Books, presentation, handouts | Master Teachers | Before the start of the semester |

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