Empowering an Exemplary English Teacher's Teaching Quality: The Holy Grail of Teacher Professional Development

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ABSTRACT: In the evolving education landscape, teacher professional development (TPD) is crucial for enhancing English language teaching. This qualitative study, using a case study approach, explored how TPD programs impact teaching quality, focusing on the experiences of NH, an exemplary female teacher at SMA N 1 Prambanan Klaten, Central Java. The data were collected through semi-structured interviews, and thematic analysis was employed to identify key insights. Data analysis in this study followed the three-stage framework developed by Miles et al. (1988): data reduction, data display, and conclusion drawing/verification, including; first, Data reduction aimed to simplify the raw data by summarizing key points and paraphrasing, thus making it more manageable. Second, Data display focused on organizing and presenting the reduced data for enhanced comprehension. Finally, conclusion drawing/verification involved interpreting the displayed data and deriving meaningful insights. The findings revealed that TPD programs, including the Teacher Educator Program, Teacher Target Program, and Instructor Mover Program, significantly contributed to the teacher's professional growth. Specifically, the teacher highlighted the benefits of collaborative learning, practical application of materials, active learning strategies, and the development of a strong professional community. These elements were perceived as essential for effective TPD. This study recommends future research to investigate diverse TPD approaches across various educational contexts and teacher demographics to further understand their impact on teaching quality.

Keywords: Students Learning Outcome, Teaching Quality, Teacher Professional Development

Introduction

Research consistently underscores the critical role of quality teaching. While education continually evolves, the fundamental need for effective instruction remains paramount for student success. Educators across the world are diligently working on these issues. Farin et al. (2024) highlight its direct impact on student achievement, while Singh & Sarkar (2015) define quality teaching as the facilitation of knowledge acquisition. Furthermore, Elliott & Shin (2002), suggest that teacher competence is a primary determinant of student satisfaction. This indicates that quality teaching doesn't simply provide knowledge, it facilitates students in joining in, comprehending, and making proficient use of it. As educational methodologies, technologies, and learner needs diversify, understanding the link between effective teaching and student success becomes increasingly crucial, driving educators to continuously refine their pedagogical practices.

The importance of good teacher training cannot be overstated in enhancing education quality. A research by the European Commission (2013) shows that teacher training determines how effective teaching is. This means that good teaching can be developed through targeted help. Successful teaching is crucial for student success. This means that there should be a clear plan to help teachers improve, including the right tools and support. The latest writing from Darling-Hammond (2021) also suggests that teachers can learn and improve their skills. Teachers must possess particular knowledge and skills. Demonstrating these skills directly contributes to better teaching and student outcomes.

Hanaysha et al. (2023) in their article state that the literature defines a teacher's competency as having in-depth subject knowledge, delivering high-quality instruction, successfully facilitating the learning process, and providing high-quality evaluation. This thorough explanation emphasizes how dynamic and intricate the 21st-century education is. Teachers with extensive topic expertise are better equipped to give accurate and insightful material, which helps students build a deep understanding. High-quality education is essential for engaging students, fulfilling the requirements of kids with varied learning styles, and developing critical thinking. To motivate students to actively participate in class activities, teachers must be able to use appropriate learning approaches (Puspitasari et al., 2023). In addition, appropriate facilitation of the learning process illustrates the teacher's responsibility to provide a dynamic and supportive learning environment in which students can thrive.

Lisa Anggraini et al. (2023) and Wahyuningsih & Kusumaningrum (2022) found out that technology is becoming increasingly important in today's classroom. These researchers underline the need for educators to leverage technology breakthroughs in creative ways. Technology has the potential to greatly improve instructional design, streamline information delivery, and enhance the learning experience. Integrating technology-based learning tools allows instructors to create a more interesting and effective learning environment for their students to learn.

At the heart of effective education lies the continuous development of its educators. Teacher Professional Development (TPD) serves as a cornerstone of this

growth, fostering a dynamic cycle of reflection, knowledge acquisition, and practical application. This ongoing process equips teachers with the necessary expertise and pedagogical skills to excel in the classroom. As Avalos (2011) emphasizes, TPD extends beyond mere knowledge acquisition. It cultivates adept learners, those who cannot only grasp new concepts but also translate them into practical teaching strategies that demonstrably enhance student growth. Imants and Imants & Van der Wal (2020) in their article say that teachers are essential to professional development because they engage with program material and the school and classroom environments where it is expected that these programs will be delivered successfully. As the curriculum evolves, TPD becomes essential to equip teachers with the task of effectively adjusting their teaching methods to align with emerging educational environments and enhance student performance. Fischer et al. (2018), state that the core of curriculum reform and professional development is to ultimately improve student learning.

Desimone (2009) conceptual framework for examining the impacts of professional development (PD) proposes that engagement in PD by teachers is linked to acquiring knowledge and skills that correspond to alterations in teaching methods, consequently resulting in enhanced student learning outcomes and academic performance. As a result, there has been an increasing focus on teacher educators, encompassing their self-perception, competencies, functions, and opportunities for professional growth (Loughran, 2014; Lunenberg et al., 2014). Desimone (2009) however highlights the importance of carefully developing professional development plans (PDPs) that take into account five quality factors to achieve the desired effects on teachers and students alike. More specifically, if the programs include (1) a topic focus, (2) active learning, (3) coherence, (4) sufficient duration, and (5) collective engagement, they are more likely to build instructors' knowledge and abilities and to promote student accomplishment.

Borko et al. (2009), also highlighted the significance of incorporating several key elements into the design of professional development (PD). These elements include contextualizing content within practical applications, prioritizing student learning outcomes, demonstrating effective teaching methods, promoting active engagement in learning, fostering collaborative professional communities, ensuring alignment with school environments, and offering continuous and sustainable learning opportunities. Professional development that enhances instructors' knowledge in several teaching domains is known as content focus.

The prior research investigation, conducted by Gore et al. (2021), looked at how teachers used Quality Teaching Rounds (QTR) to improve student results. They discovered that QTR improves student learning results as well as instructor quality. Building on this, the research we conduct will look into teachers' subjective experiences to better understand how Teacher Professional Development (TPD) programs affect their teaching methods and quality. The emphasis on one teacher at SMA N 1 Prambanan Klaten originates because of her considerable experience as an educator of about 22 years, which includes various curriculum modifications, including the most recent Merdeka curriculum. The reason for that considerable knowledge has the potential to give useful insights into the influence of TPD programs

on teaching practices throughout curricular changes. The study used qualitative approaches such as interviews and focus groups to record the lived experiences of teachers participating in TPD programs. A thorough examination of the effectiveness of instruction can offer insight into the mechanisms underlying the link between teacher competence and student growth (Rimm-Kaufman & Hamre (2010)).

A study by Smith (2017) found that teachers' professional development thrived on two main things: 1) their ambition and willingness to take on new challenges, and 2) working together with colleagues. Inspired by this, our research dives deeper into how teachers view the impact of specific program features, like teamwork and course content, on their growth.

This present study focuses on exemplary teacher's perspectives and factors that influence teaching quality, meanwhile, much research explores TPD's impact on general teacher populations. There is a relative scarcity of studies focusing specifically on exemplary teachers' perspectives. This teacher, with proven track records, offer unique insights into the effectiveness and limitations of TPD programs. Understanding her experiences can provide valuable guidance for program design and implementation. Moreover, many studies rely on quantitative data to assess TPD effectiveness, often neglecting the nuances and complexities of teachers' lived experiences. In-depth qualitative research, such as semi-structured interviews and case studies, can provide a richer understanding of how TPD impacts teaching practices and professional growth. In practice, there is insufficient attention to contextual factors-TPD programs are often implemented without adequate consideration of the specific school contexts and teacher demographics. This research gap highlights the need for studies that examine the interplay between TPD programs and contextual factors, such as school culture, infrastructure, and administrative support. Finally, lack of granular examination of the impact of specific TPD components: many studies are broad, and do not break down the specific parts of TPD, and which of those parts have the most impact.

This research adopts a case study approach, focusing on an exemplary English teacher with over 22 years of experience. This provides a unique lens through which to examine the effectiveness of TPD programs and the factors influencing teacher quality. Furthermore, the research utilizes semi-structured interviews to gather rich, qualitative data, allowing for a nuanced understanding of the teacher's perceptions and experiences. This approach goes beyond quantitative assessments to capture the complexities of TPD's impact. This research goes a step further than many by examining the impact of specific components of TPD, such as collaborative learning, and topic focus.

In today's dynamic educational environment, continuous learning and adaptability are paramount for success. This research is critical because it employs a qualitative approach to explore the intricate connection between teacher professional development (TPD) and teaching quality. By providing rich, nuanced insights, this study will complement existing quantitative research, offering valuable feedback for refining future TPD programs. Ultimately, the goal is to better equip educators and elevate student learning outcomes. To delve deeper into this topic, the researchers the

researchers will address the following key questions: 1) How does an exemplary English teacher perceive the effectiveness of current TPD programs in enhancing her teaching quality? 2) What are the principal factors that influence her teaching quality?

Method

This study employed a qualitative research design with a case study approach to explore an exemplary English teacher who participated in teacher professional development (TPD) programs. As Walliman (2022) states, qualitative research emphasizes data expressed through words, capturing descriptions, narratives, opinions, and emotions, rather than numerical data. This approach is particularly relevant when the focus is on human experiences within individual or social contexts. The current study's aim to provide an in-depth understanding of teachers' experiences, perceptions, and the meanings they ascribe to their professional growth aligns perfectly with the strengths of qualitative research.

This study involved an exemplary English teacher from SMA Negeri 1 Prambanan Klaten, selected through purposive sampling to ensure a diverse representation of experiences with teacher professional development (TPD) programs. The teacher's extensive 22-year career, spanning multiple curriculum revisions, including the recent Merdeka curriculum, makes her particularly valuable. This experience is expected to yield significant insights into how TPD programs influence educational practice during periods of curricular change.

To explore teachers' experiences with TPD, semi-structured interviews were conducted. Each interview, lasting approximately 60 minutes, will be facilitated either face-to-face or via video conferencing platforms such as Zoom. While a predetermined set of questions will guide the discussion, flexibility will be maintained to allow for emergent themes. This approach will enable a comprehensive understanding of how TPD programs influence teaching practices and teacher professional development. The interviews focus on teachers' perceptions, challenges, and the perceived impact on their teaching and student learning outcomes. The list of interview questions can be seen in Table 1 as follow:

Table 1
The List of Interview Questions

No	Questions	Focus
1	Could you tell us about yourself and your teaching experience at this high school?	General information and teaching
2	What subjects do you teach and how long have you been teaching them?	experience
	How do you perceive the effectiveness of current Teacher Professional Development (TPD) programs in enhancing your teaching quality?	
3	What TPD programs have you participated in and how often do you participate in teacher professional development (TPD) programs?	Teacher Professional Development (TPD)
4	Did the TPD program you participated in affect the quality of your teaching?	

5	Do you feel that the TPD program you participated in improved your pedagogical competence?	
6	Does self-regulated learning and working with peers or experts influence your TPD?	
What are the key factors that influence teacher quality in teaching?		
7	In your opinion, what is needed to empower teachers to improve their teaching quality?	Empowering Teachers for Quality Teaching
8	What other factors do you believe contribute to improving teacher quality?	

Data analysis in this study followed the three-stage framework developed by Miles et al. (1988): data reduction, data display, and conclusion drawing/verification. These activities were conducted concurrently. Data reduction aimed to simplify the raw data by summarizing key points and paraphrasing, thus making it more manageable. Data display focused on organizing and presenting the reduced data for enhanced comprehension. Finally, conclusion drawing/verification involved interpreting the displayed data and deriving meaningful insights. Through its comprehensive qualitative design, this study will illuminate the intricate mechanisms by which TPD programs enhance teacher efficacy and instructional quality. Ultimately, the research findings will provide actionable insights for the development and refinement of future TPD initiatives.

Findings and Discussion
Findings
The exemplary teacher's perceptions of the effectiveness of current Teacher Professional Development (TPD) programs in enhancing her teaching quality.

This section presents the findings and analysis derived from semi-structured interviews with an exemplary teacher from SMA N 1 Prambanan Klaten. Through these interviews, the study aimed to understand the teacher's perceptions of professional development training and its impact on her career. N.H., with over 22 years of English teaching experience, shared valuable insights, including how training facilitated her transition from a volunteer to a civil servant, highlighting the significant role of structured professional development in career advancement. NH's statement can be seen in excerpt 1 as follows:

> *"I am N H (initial), a teacher at SMA N 1 Prambanan Klaten. I began teaching before I even graduated from college (during my final semester). Upon graduation, I continued my profession as a regular teacher, or as an honorary teacher at that time. After a few years, I participated in a program to transition honorary teachers to civil servant status. After being placed, I have been teaching at SMA N 1 Prambanan Klaten ever since."* (N.H.)

Teacher Professional Development (TPD) programs play a crucial role in enhancing teaching methodologies and fostering educational excellence. The data collected from

the teacher interviewed indicates a positive perception of current TPD programs as effective tools for improving teaching quality. Specifically, N.H.'s response to the question, "Did the TPD program you participated in affect the quality of your teaching?" as seen in excerpt 2, provides evidence of this perceived effectiveness.

> *"Automatically, it is very influential, because by following the program I have been able to share with other teachers, develop my teaching methods, and also expand my knowledge. So, in essence, this is very helpful."(N.H)*

N.H.'s account of her TPD experience reveals that it fosters collaboration, pedagogical innovation, and intellectual growth, aligning with Desimone (2009) framework for evaluating professional development (PD). Desimone's model emphasizes the interconnectedness of teacher engagement, knowledge and skill acquisition, changes in teaching practices, and ultimately, improved student learning outcomes and academic performance.

The teacher acknowledged that TPD programs substantially enhance her instructional quality, citing opportunities for information exchange, methodological refinement, and knowledge expansion. This aligns with Borko et al. (2009) emphasis on integrating key elements into professional development design, including contextualizing content, prioritizing student learning, modeling effective teaching, promoting active engagement, and fostering collaborative professional communities. By aligning with Desimone's quality factors and acknowledging Borko's key elements, TPD initiatives stand poised to not only enrich individual teaching practices but also drive positive outcomes in student learning and academic performance. This mutually beneficial relationship emphasizes how crucial it is to continuously improve TPD programs to satisfy the changing demands of both educators and students. The teacher has taken part in several TPD activities or programs, such as the Merdeka Curriculum's Instructor Mover Program, the Teacher Educator Program, and the Teacher Target Program. NH's statement can be seen in excerpt 3 as follows:

> *"I have participated in several professional development programs for teachers. These include the Teacher Target Program, the Teacher Educator Program, and most recently, the Leader Teacher Program in the Merdeka curriculum. However, I have not yet fully participated in the Leader Teacher Program because I am only teaching 12th graders this year, who are still using the previous curriculum and not the Merdeka curriculum. In addition to these programs, I also actively participated in training courses, as there are many training courses available under the current curriculum that I can attend without disrupting the teaching and learning process. These training courses are usually short and held in the afternoon or evening."* (N.H).

Despite the overall benefits, N.H.'s experience with the Leader Teacher Program revealed a limitation in current TPD offerings. Due to curriculum inconsistencies between grade levels, she was unable to fully implement the Merdeka Curriculum, hindering the program's optimal effectiveness. This aligns with Borko et al. (2009) findings, which emphasize the importance of aligning PD programs with school contexts and providing opportunities for sustained learning. The curriculum

mismatch prevented N.H. from fully engaging in ongoing learning opportunities relevant to her current curriculum.

The necessity of continuous learning opportunities aligns with Fischer et al. (2018) assertion that professional development and curricular reforms are intended to enhance student learning outcomes. Effective teacher preparation programs should not only impart new knowledge and skills but also facilitate ongoing application and adaptation within the specific curriculum context. This underscores the importance of a synergistic relationship between professional development and curricular reform. Furthermore, Wayne et al. (2008) demonstrate that professional development, when delivered by program designers within supportive environments, can significantly improve student achievement.

The teacher reported that Teacher Professional Development (TPD) significantly enhanced her teaching, citing the benefits of programs like the Teacher Target Program and Teacher Educator Program. She emphasized the value of collaborative idea-sharing, which aligns with Vygotsky (1978) social constructivism, positing that learning is facilitated through social interaction. This is supported by Smith's (2017) research, demonstrating that peer collaboration improves professional development. Consequently, teachers can refine their pedagogical approaches through collaborative learning, adapting their content and delivery to meet diverse student needs. Parsons et al. (2018) further reinforce this, highlighting the importance of teachers modifying their instruction to support all learners through shared learning and knowledge exchange. NH's statement can be seen in excerpt 4 as follows:

> *"Yes, a learning program for teachers has helped a lot. I learned about running a classroom and new ways to teach. I have become more literate and it has made me a better teacher." (N.H.)*

Teacher professional development programs are essential for enabling educators to adapt to evolving student needs. Effective teaching necessitates strong pedagogical skills (Thomsen et al., 2021). As Moriera et al. (2022) define, competencies encompass a combination of knowledge, skills, and attitudes. Knowledge, in this context, refers to pre-existing concepts, theories, and factual information that facilitate understanding within a specific field. In N.H.'s experience, achieving subject matter mastery was a foundational step toward becoming a competent teacher. This mastery requires not only a comprehensive understanding of the content but also the ability to deliver it engagingly using innovative techniques acquired through TPD programs.

N.H.'s perspective aligns with Hanaysha et al. (2023), who emphasize that proficient teachers possess a diverse skill set, including comprehensive subject matter knowledge, effective instructional delivery, adept learning facilitation, and meaningful assessment practices. To remain effective, teachers must stay abreast of current developments and actively integrate new skills into their classrooms, while also maintaining awareness of contemporary trends (Mohani et al., 2017). Furthermore, Dwiyana Putra et al. (2023) highlight the potential of EFL teachers to enhance digitalized lessons by integrating technology-based platforms, leveraging the pedagogical value of ICT.

The Key Factors that Influence Teacher's Quality in Teaching
A detailed interview with an exemplary teacher from SMA N 1 Prambanan Klaten, possessing 22 years of experience, revealed key factors influencing teacher quality. The teacher emphasized the importance of engaging in diverse seminars and workshops, alongside regular literacy practices. These activities are crucial for educators to remain abreast of contemporary educational approaches and trends, thereby enhancing their expertise and instructional effectiveness. N.H.'s detailed articulation of these factors is presented in excerpt 5 as follows:

> *"Certainly, in today's era we as teachers must often and often do what is called literacy, besides that teachers must also follow many seminars to improve the knowledge and knowledge they already have. In addition, I believe that taking training and sharing with learning communities can improve the quality of teaching. Oh yes, and the most important thing is the facilities and infrastructure that are available in schools, and of course, there is also support from superiors and the environment." (N.H.)*

Regular engagement with literacy is essential for educators to enhance their comprehension and application of instructional materials. This includes staying informed about current scholarly publications, research findings, and pedagogical resources. From the teacher's perspective, participation in learning communities and training sessions is equally vital. These collaborative efforts facilitate the exchange of experiences, the discussion of challenges, and the development of innovative teaching strategies. Peer-to-peer learning allows teachers to refine their instructional approaches, ultimately improving student learning outcomes. These outcomes, as defined by Yu et al. (2021), encompass academic achievement, problem-solving and critical thinking skills, knowledge acquisition, learning efficiency, abilities, attitudes, and behaviors.

Adequate infrastructure and facilities are essential components of an effective school environment. Modern classrooms, instructional aids, and technology resources are crucial for facilitating efficient pedagogy. Schools that prioritize infrastructure investments empower teachers to deliver high-quality instruction, fostering a stimulating and supportive learning environment. Equally significant is the support provided by the school administration and community. Administrative support cultivates a positive teaching environment, enhancing teacher motivation and a sense of value. When school administrators actively promote and support professional development, teachers are more likely to thrive and excel in their roles.

These identified key elements are intended to enhance teacher self-efficacy. As defined by Bandura (1993), self-efficacy is the belief in one's ability to successfully execute actions required to achieve desired outcomes. Ghazali et al. (2019) emphasize that high teacher self-efficacy is crucial for delivering engaging content to diverse learners, as teachers serve as role models for student success. Strong self-efficacy empowers teachers to implement effective teaching strategies, cultivate supportive learning environments, and motivate students to reach their academic potential. These teachers confidently navigate classroom challenges and adapt their instruction to meet individual student needs.

In response to the question regarding additional factors contributing to teacher quality, the teacher highlighted the crucial role of parental involvement. This includes active participation in children's education, effective communication with educators, and the creation of a supportive home learning environment. Furthermore, the teacher emphasized the importance of teacher appreciation and support, encompassing opportunities for professional growth and a safe, healthy work environment. NH's response can be found in excerpt 6 as follows:

"In my opinion, parents/guardians who can be invited to cooperate, and understanding parents can be another factor. Because teachers here not only educate but also form the character of a student. So with the cooperation between teachers and parents, of course, this will make the learning process easier. And most importantly, parents should not just blame the teacher because the teacher's job is not only to teach but many things that a teacher must do." (N.H.)

Parents are essential partners in educational planning and decision-making, as they possess unique insights into their children's abilities and challenges. As Gascoigne (2012) notes, parents provide a comprehensive understanding of the impact of professional interventions, complementing teachers' expertise in curriculum and pedagogy. Addressing the recurring issue of strained parent-teacher relationships (Mann et al., 2024) is crucial, as an interrelated and mutually supportive partnership is vital. This collaboration is particularly significant in inclusive education, where the complexities of mainstream schools necessitate strong parent-teacher partnerships for effective inclusive practices (Bennett et al., 2020).

Discussion
The findings from the semi-structured interviews with N.H., an experienced teacher from SMA N 1 Prambanan Klaten, provide valuable insights into the perceived effectiveness of Teacher Professional Development (TPD) programs and the multifaceted factors influencing teacher quality.

N.H.'s career trajectory, transitioning from an honorary teacher to a civil servant, highlights the pivotal role of structured TPD in professional advancement. Her positive perception of current TPD programs, exemplified by her statement in Excerpt 2, underscores their effectiveness in enhancing teaching quality. This aligns with Desimone (2009) framework, which emphasizes the interconnectedness of teacher engagement, knowledge acquisition, and improved student outcomes. N.H.'s experience reflects this, as she cited collaboration, pedagogical innovation, and intellectual growth as direct results of her TPD participation.

Furthermore, N.H.'s acknowledgment of TPD programs enhancing her instructional quality resonates with Borko et al. (2009) emphasis on integrating key elements into PD design. These elements, including contextualized content, student-centered learning, and collaborative communities, were evident in N.H.'s descriptions of her experiences in programs like the Teacher Target Program and the Teacher Educator Program. However, the limitation encountered with the Leader Teacher Program, due to curriculum inconsistencies, highlights the importance of aligning TPD programs

with specific school contexts and providing sustained learning opportunities, as also emphasized by Borko et al. (2009).

The importance of continuous learning, as underscored by Fischer et al. (2018) and Wayne et al. (2008), is further supported by N.H.'s experiences. Her participation in various TPD activities, despite the aforementioned limitation, reflects a commitment to ongoing professional growth. The positive impact of TPD on her teaching, as seen in Excerpt 4, aligns with Vygotsky (1978) social constructivism, emphasizing the role of collaborative learning. N.H.'s experience reinforces Smith's (2017) findings that peer collaboration enhances professional development, enabling teachers to adapt their practices to meet diverse student needs, as also highlighted by Parsons et al. (2018).

N.H.'s perspective on subject matter mastery and the development of pedagogical competencies aligns with Moriera et al. (2022) and Hanaysha et al. (2023). She recognizes the necessity of not only acquiring new knowledge and skills through TPD programs but also effectively integrating them into her teaching practices. This includes staying abreast of current trends and leveraging technology, as suggested by Mohani et al. (2017) and Dwiyana Putra et al. (2023). N.H.'s 22 years of experience provided valuable insights into the key factors influencing teacher quality. She emphasized the importance of continuous professional development through seminars, workshops, and literacy practices, as seen in Excerpt 5. These activities enable teachers to stay informed about contemporary educational approaches and enhance their instructional effectiveness. Regular engagement with literacy, participation in learning communities, and training sessions, as discussed by Yu et al. (2021), were also deemed crucial for refining teaching strategies and improving student outcomes.

Furthermore, N.H. highlighted the significance of adequate infrastructure, administrative support, and parental involvement. Modern classrooms, instructional aids, and technology resources are essential for facilitating efficient pedagogy, as they create a stimulating and supportive learning environment. Administrative support cultivates a positive teaching environment, enhancing teacher motivation and self-efficacy (Bandura, 1993; Ghazali et al., 2019). Parental involvement, as discussed in Excerpt 6, was also identified as a critical factor. N.H. emphasized the importance of active participation, effective communication, and a supportive home learning environment. This aligns with Gascoigne's (2012) assertion that parents possess unique insights into their children's abilities. Addressing strained parent-teacher relationships, as highlighted by Mann et al. (2024), is crucial for fostering a mutually supportive partnership, particularly in inclusive education (Bennett et al., 2020).

The findings of this study have several implications for the design and implementation of TPD programs. Firstly, TPD initiatives should be aligned with specific school contexts and provide opportunities for sustained learning. Secondly, collaborative learning and knowledge exchange should be emphasized to facilitate the development of effective teaching strategies. Thirdly, TPD programs should equip teachers with the necessary skills to integrate technology and adapt to evolving student needs. Finally, fostering strong parent-teacher partnerships and ensuring adequate infrastructure and administrative support are crucial for enhancing teacher quality and student outcomes.

Future research should explore these factors in diverse educational settings to further refine TPD programs and improve teacher effectiveness.

Conclusion

This study, through semi-structured interviews with an experienced teacher, revealed that Teacher Professional Development (TPD) programs are perceived as significantly effective in enhancing teaching quality. The teacher's career trajectory, marked by progression from an honorary to a civil servant status, underscores the pivotal role of structured TPD in professional advancement. The positive perceptions of current TPD programs were evident, highlighting their effectiveness in fostering collaboration, pedagogical innovation, and intellectual growth. However, the study also identified the crucial need for contextual alignment and sustained learning opportunities within TPD programs, as curriculum inconsistencies were found to hinder program effectiveness. Furthermore, collaborative learning and knowledge exchange emerged as essential components of effective TPD, enabling teachers to refine their strategies and adapt to diverse student needs.

Ultimately, the study concluded that teacher quality is influenced by a multifaceted set of factors, including continuous professional development, adequate infrastructure, administrative support, and parental involvement, all contributing to enhanced teacher self-efficacy and a supportive learning environment. The importance of strong parent-teacher partnerships, particularly in inclusive education, was also emphasized.

Recommendations

To optimize the impact of TPD programs and enhance teacher quality, several recommendations are proposed. First, TPD initiatives should be meticulously aligned with specific school contexts and provide sustained learning opportunities, ensuring that teachers can effectively apply acquired knowledge and skills. Second, collaborative learning and knowledge exchange should be prioritized within TPD programs, fostering peer collaboration and establishing learning communities to facilitate the development of effective teaching strategies. Third, TPD programs must equip teachers with the necessary skills to integrate technology and adapt to the evolving needs of students, ensuring they can effectively address diverse learning requirements. Fourth, schools should actively foster strong parent-teacher partnerships through effective communication and collaboration, recognizing the crucial role of parental involvement in student success. Fifth, ensuring adequate infrastructure and administrative support is vital, as modern classrooms and supportive environments enhance teacher motivation and self-efficacy. Sixth, prioritizing the development of teacher self-efficacy through TPD programs is essential, empowering teachers to navigate classroom challenges and adapt instruction. Finally, further research should be conducted in diverse educational settings to refine TPD programs, explore the impact on student outcomes, and investigate the role of various factors in enhancing teacher quality, ensuring that TPD remains a dynamic and effective tool for educational improvement. Additionally, schools should focus on improving teacher literacy, and create clear pathways for teacher progression.

Further research is necessary to deepen our understanding of the impact of TPD programs on teaching quality. Future studies should employ diverse methodologies, including varied respondent populations, data collection tools, and intervening variables. Expanding the scope to encompass a range of schools and teachers with diverse backgrounds and experiences will yield richer insights. Combining quantitative and qualitative approaches will provide a more comprehensive analysis. Specifically, future research could examine the effects of distinct program components, such as topic focus and collaborative activities, to elucidate how TPD programs influence teaching quality.

Acknowledgement

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