



Professional Development Programs and Teachers' Self-Efficacy: A Correlation

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Abstract

This study aims at investigating the correlation between professional development programs and teachers' self-efficacy. The professional development program is one of the ways that is believed can enhance teachers' self-efficacy which is directly related to teaching skills and practice in the classroom. The data that is related to Professional Development Programs and teachers' self-efficacy was obtained using PDP and TSES questionnaires. Thirty English teachers from Blangkejeren district were involved. The data then were analyzed by using Product Moment Correlation to obtain the correlation between the variables and the degree of the correlation. The findings indicated that a professional development program correlated positively with teachers' self-efficacy ($p\text{-value} = 0,380 < 0,05$). Furthermore, the degree of the correlation is 0,381 which indicated a weak correlation but positive. The findings implied that Professional Development Program is not the only element that might impact teachers' sense of efficacy. The implication of the result of the professional development program and teachers' self-efficacy was discussed.

Keywords: *English Teachers; Professional Development Program; Self-efficacy*

Introduction

The professional development program for teachers has been stated in Law number 14 the year 2005 that every teacher has the right to get the opportunity to develop their

academic competence and qualification. Furthermore, they also have the right to involve in professional development programs to achieve professional standards. It consists of the development of pedagogic competence, social competence, professional competence, and personality competence. The professional development program has been regarded as the key to successful education reform. It helps the teacher to improve their teaching practice in the classroom (Bachtiar, 2019). With all the agreement and recognition of the importance of professional educators as the central role, the professional development program gains much attention (Rahman, 2021). The educational system has been investing in the quality of teachers for generating well-educated generations for the development of society, nation, and state. About this, Revina et al., (2020) explained that as part of its attempts to raise the standard of education, Indonesia has implemented a number of programs for teachers' professional growth. It is given for teachers to maintain their professional work in the educational field (Kusumawardhani & Munfa'ati, 2017). In line with the explanation from Widodo (2004) that a professional development program is beneficial for its' contributions to improving teachers' teaching performance, and professional development, and to open a broader horizon for teaching and learning. Thus, it is hoped that through the professional development program, teachers may develop some of the competence they need for effective teaching practice.

However, the outcomes showed that teachers still have limited subject knowledge and pedagogical skills (Revina, 2020). Ideally, a good development program contains the practice that helps teachers to gain more knowledge of an active learning strategy and new teaching methods (Archibald et al., 2011). Based on this, teachers may show a positive impact after receiving the program. However, the study by Rahman (2021) reported that teachers' participation in the program does not always mean any improvement or changes in their practice.

Besides the improvement in teaching practice, the professional development program also hoped to be beneficial for improving teachers' self-efficacy. It is believed that effective PDG may help teachers to increase their self-efficacy (Tschannen-Moran & Hoy, 2001b). The activities teachers take in the classroom and the results they get from those acts all have a direct bearing on how effective they are as teachers. Take the activities, they need self-efficacy since it is related to the practice. It is a necessary affective aspect that teachers need to have to be able to properly and optimally transfer their knowledge to students. The study by Alibakhshi et al., (2020) revealed that teachers' self-efficacy contributes to their teaching practice, motivation, and achievement. The study by Poulou et al., (2019a) also revealed that teachers' view of their self-efficacy is a characteristic that predicts teachers' classroom practice. Researchers have extensively examined the relationship between teachers' self-efficacy and job satisfaction (Moè et al., 2010), engagement (Skaalvik & Skaalvik, 2014), and emotional intelligence (Moafian & Ghanizadeh, 2009). Moreover, the study by Gaikhorst et al., (2015) that is conducted for teachers in urban environment revealed that professional development program helps teachers to face challenges of teaching and it has a positive impact on their competence. In addition, the study by Noben et al. (2021) found out that some of the participants revealed that there was an improvement in their self-efficacy belief, but some others revealed that

there was no change and PD was not affected their self-efficacy. Thus, it is needed to confirm more about the relationship between these variables. However, there is little discussion related to the relationship between PDP and teachers' self-efficacy, especially in rural district contexts. Thus, the present study deals with the relationship between PDP and teachers' self-efficacy in the Blangkejeren district, one of the rural areas in Aceh province. The study proposed the research question as "Is there any relationship between Professional Development Program and teachers' self-efficacy in Blangkejeren district?". To answer this question, the researcher tested the hypothesis as follows:

H₀: There is no significant relationship between professional development programs and teachers' self-efficacy in the Blangkejeren district

H₁: There is a significant relationship between professional development programs and teachers' self-efficacy in the Blangkejeren district

Method

This study seeks the relationship between teachers' participation in professional development programs and their self-efficacy. Furthermore, the degree of the relationship between these three variables is also being measured. Based on the aim, the researcher intends to carry out this study by a quantitative study with a correlational design. As stated by Creswell (2012) and Wallen (Fraenkel & Wallen, 2009) that a correlational design is used to investigate the degree of relationship between two or more variables. The study is conducted in one of the rural areas in Aceh province namely the Blangkejeren district.

Sample

The study is addressed to English teachers in the Blangkejeren district who have experienced professional development programs. There was no specific development program but referred to the whole professional development program or activity. Therefore, from 42 teachers, 30 teachers were selected as the sample of this study. Fraenkel & Wallen (2009) explained that 30 samples are accepted for a correlational study. Their response to the questionnaire of PDP is served as the independent variable and the response to teachers' self-efficacy questionnaire served as the dependent variable.

Instrument

The data were collected by distributing a questionnaire on self-efficacy namely the TSES by Tschannen-Moran & Hoy (2001a). It is an adopted questionnaire since it has been properly developed for assessing teachers' self-efficacy. The questionnaire divided into two parts, the first part is about teachers' demographic information, and the second part is 12 items of a self-efficacy questionnaire. Moreover, to know teachers' participation in the professional development program, the researcher modified the questionnaire developed by the TALIS teacher questionnaire. It is an international survey used to identify the challenges related to professional development programs across the country. It has been tested for its' validity and reliability. The researcher omitted one invalid item and continue with the other 12 statements. The reliability was 0,859 which is bigger than the *r* table (0,349) with the significant 0,05 which indicated that the instrument was reliable.

Data Analysis Procedure

To test the hypothesis, the researcher used a statistical calculation of two variables; professional development program as the independent variable (X) and teachers' self-efficacy as the dependent variable (Y). Product Moment Correlation was used to obtain the correlation between the variables (value p sig. 2- tailed) and the degree of its' correlation with the significant level at 0,05. H_0 is rejected if the *p-value* is less than 0,05, and vice versa, it is accepted if the *p-value* is more than 0,05. After identifying the *p-value*, the researcher analyzed the correlation coefficient to find out the degree of the correlation between PDP and teachers' self-efficacy. The level of the correlation coefficient is determined based on the degrees of correlation.

Results

The result of the data analysis

The data related to the relationship between PDP and teachers' self-efficacy is obtained with the use of the score from the independent variable and dependent variable. The SPSS 25 program was used to analyze the data set, while the Product Moment Correlation was used to find out the significant correlation between two variables. The descriptive result of teachers' responses to PDP and teachers' self-efficacy questionnaire is presented as follows:

Table 1 Correlation

| | | Professional Development | Teachers' Self-efficacy |
|--------------------------|---------------------|--------------------------|-------------------------|
| Professional Development | Pearson Correlation | 1 | .381* |
| | Sig. (2-tailed) | | .038 |
| | N | 30 | 30 |
| Teachers' Self-efficacy | Pearson Correlation | .381* | 1 |
| | Sig. (2-tailed) | .038 | |
| | N | 30 | 30 |

*. Correlation is significant at the 0.05 level (2-tailed).

From the table above, the Product Moment Correlation result revealed that the p-

| r Value | Degrees of Correlation |
|-----------|-------------------------|
| 0,00-0,25 | Very Weak Correlation |
| 0,26-0,49 | Weak Correlation |
| 0,50-0,69 | Moderate Correlation |
| 0,70-0,89 | Strong Correlation |
| 0,90-1,00 | Very Strong Correlation |

value is 0,038 (sig. 2-tailed) and the correlation (r) is 0,381. Then, it can be seen that the p -value (0,038) is lower than 0,05, which indicated that H_0 is rejected and H_1 is accepted. It implied that there is a significant correlation between PDP and teachers' self-efficacy. Furthermore, the correlation (r) is 0,381, which means the correlation between PDP and teachers' self-efficacy is weak. It was interpreted based on the degrees of correlation as follows:

Table 3 Degrees of Correlation

The table above showed that the correlation can be said as very strong correlation if the r value reaches the number 0,90-1,00, and the correlation can be said as very weak correlation if its' value is 0,00-0,25 (Coolidge, 2012). The result of the correlation is 0,381 means there is a weak correlation between variables on the positive side. It can be concluded that there is a weak positive correlation between Professional Development Program and teachers' self-efficacy.

Discussion

The purpose of the current study was to ascertain how teachers' self-efficacy and professional development programs related to one another. The two variables were analyzed by using Product Moment Correlation. Based on the result, it was shown that the p -value was 0,038 which is lower than 0,05. It indicated that there is a correlation between professional development programs and teachers' self-efficacy. Moreover, the coefficient result was 0,381 which indicated a weak correlation. Since the coefficient is positive, it can be said that the variables have a positive correlation. In conclusion, the result of this study revealed that there is a correlation between PDP and teachers' self-efficacy. However, the correlation was weak and positive.

Teachers' self-efficacy is believed can be stable (Bandura, 1997) but also can be changed due to the teaching activities they received (Tschannen-Moran & Hoy, 2001c). It is one of the factors that can affect teachers' teaching practice. Therefore, there is a need to continually investigate teachers' self-efficacy since it provides information that deals with their quality and sustainability (Yoo, 2016). Moreover, the professional development program as one of the formal activities that aim at enhancing teachers' social skills, beliefs, and classroom practice has been widely researched for its' benefit for teachers. It is believed to enhance teachers' sense of self-efficacy (Kazempour & Sadler, 2015).

The result of this study shares similarities with the study by Gümüş & Bellibaş (2020). It was found a positive relationship between principals' Professional Development with their leadership practice where self-efficacy is a mediating role. However, the relationship was weak. Moreover, the study by (Thurm & Barzel, 2020) showed that professional development does not affect teachers' self-efficacy beliefs and epistemology beliefs. Contrary to the findings of the study by Karimi (2011) revealed that the teachers who received the intervention in the form of a professional development program achieved higher self-efficacy scores than those who did not receive the intervention. From these

studies, it can be said that PDP was not the only factor that can contribute to teachers' self-efficacy since its' contribution is relatively weak.

Conclusion

The present study attempted to extend the previous research by examining the correlation between Professional Development Program and teachers' self-efficacy, especially in rural areas namely the Blangkejeren district. Since there hasn't been much focus on teachers, especially in the Blangkejeren district, the study significantly contributes to the evidence of the PDP's benefits on teachers' self-efficacy. Even though the result indicated a weak correlation between the variables, the result of this study perhaps could provide a comprehensive understanding of teachers' self-efficacy that may be developed after receiving the PDP. Moreover, it can also be seen that PDP is not the only factor that can contribute to teachers' self-efficacy. However, to promote educational sustainability, there is a need to continually investigate teachers and the program of their development that has been served by the government.

Of course, the finding of this study was affected by some aspects. The measurements that were used to obtain the data related to professional development programs and teachers' self-efficacy were in the form of self-reports. It was based on teachers' valuation and there was no way to prove whether they reflected their self-efficacy in classroom practice through their responses. Moreover, their response to professional development variables can be affected by the length of the program they received or by the type of program they have followed. Moreover, self-efficacy may be affected by the length of their teaching experience. However, further studies might be concerned with the relationship between the duration of professional development, the length of teaching experience, and teachers' self-efficacy.

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