

The Relationship between Teachers' Participation in Professional Development Programs and Their Teaching Effectiveness and Job Satisfaction

Uzma Rashid* Dr. Fahad Maqbool**

*PhD scholar Department of Educational Research and Assessment, University of Okara
hadikhurram1@gmail.com

**Assistant Professor, Department of Educational Research and Assessment, University of Okara
Mianfahad11@uo.edu.pk

DOI: <https://doi.org/10.70670/sra.v3i2.729>

Abstract

Effective professional development and training of teacher is essential for teaching effectiveness, teachers' pedagogical development and their job satisfaction. Accordingly, the purpose of this study was to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction. The nature of this study was quantitative and co-relational design was applied. The respondents of this study were 220 public school teachers from district Okara. The data were collected through teachers' professional development scale, teaching effectiveness scale and teachers' job satisfaction scale. The collected data were analyzed using SPSS and different statistics techniques like mean, SD and relationship analysis (Pearson correlation) were applied. The results of this study indicated the strong positive and significant relationship between teachers' professional development, teaching effectiveness and teachers' job satisfaction. Further, it is recommended on the basis of findings of study that management authorities of school education department must provide such resources and incentives for professional development, ensure promoting a culture of collaboration and continuous learning and recognizing and rewarding teacher excellence.

Key words: professional development; teaching effectiveness; teachers; job satisfaction

Introduction

Teachers' professional development programs including understanding teaching and learning process, content mastery, pedagogical development, active adult learning, peer collaboration, classroom management, expert support and effective time management. These programs focus on both subject matter content and pedagogical improvement, and further ensuring teachers have a deep understanding of the learners' psychology and effective teaching methodologies (Darling-Hammond, Hyler, & Gardner, 2017).

Research studies emphasize on the significant of professional development, including enhanced student performance, enhanced teacher confidence, satisfaction, motivation, teaching quality and effectiveness (Desimone, 2009). Moreover, Professional development leads to improved student academic achievement, teaching effectiveness, creativity, professional and pedagogical growth, contentment and job satisfaction among teachers (Darling-Hammond et al., 2017).

Different research studies have emphasized the role of teacher-student relationships, effective professional development of teachers, effective teaching methodologies and strategies, classroom environment, self-efficacy and satisfaction of teachers in increasing student performance and learning (Pianta, 2016).

As teaching is very comprehensive and challenging process, therefore, research studies emphasizes the need of effective professional development and training of teacher for teaching effectiveness, students improvement, teachers' pedagogical development and job satisfaction (Klassen Yerdelen, & Tze, 2013).

Rationale of the study

This study is designed in the acknowledgment that teachers play a significant role in achieving student learning outcomes. As the quality of teaching is very significant and essential to identify the factors that contribute to teacher effectiveness. One related and significant factor is teachers' professional development. This provide teachers with opportunities and resources to increase their professional knowledge, pedagogical skills and classroom practices, this leading to enhanced teaching effectiveness. Moreover, professional development can also impact on teacher job satisfaction, which is correlated to teacher retention, commitment, motivation and spirit. Despite the importance of professional development, there is a need for further research on its relationship with teaching effectiveness and job satisfaction. Therefore, this study addressed this gap by investigating the relationship between teachers' professional development and their teaching effectiveness and job satisfaction.

By exploring the relationship between teachers' professional development and their teaching effectiveness and job satisfaction, this study can provide valuable insights into the design and implementation of effective teacher education and training programs. Ultimately, the findings of this study can inform strategies to improve teacher quality, job satisfaction and student achievement.

Statement of the problem

The problem addressed in this study is to developing understanding about relationship between teachers' participation in professional development programs and their teaching effectiveness and job satisfaction. Despite the importance of teaching quality in shaping student learning outcomes, many teachers lack access to effective professional development opportunities that can enhance their teaching practices and job satisfaction. This gap in knowledge and practice can lead to ineffective teaching, teacher burnout and decreased job satisfaction, ultimately affecting student achievement and quality of education. Furthermore, the specific aspects of professional development programs that contribute to increased teaching effectiveness and job satisfaction are not well understood, making it challenging for teacher educators and policymakers to design and implement effective teacher training initiatives. Therefore, the aim of this study is to investigate the relationship between teachers' participation in professional development and their teaching effectiveness and job satisfaction.

Research objective/purpose

The main purpose of this study was to investigate the relationship between teachers' participation in professional development programs and their teaching effectiveness and job satisfaction, providing guidelines into the planing and designing of effective teacher education and training programs.

Significance of the study

This study has significant and practical implications for the education sector. By investigating the relationship between teachers' professional development and their teaching

effectiveness and job satisfaction, this study provides valuable guidelines into the importance of ongoing and upcoming teacher education and training. Furthermore, the significance of this study holds in its potential to inform educational policymakers, administrators and teacher educators about the benefits of investing in quality professional development programs. By identifying the specific aspects of professional development that contribute to enhanced teaching effectiveness and job satisfaction, this study can help teacher educators in designing and implementing more effective teacher education and training programs that meet the needs of teaching and teachers.

Moreover, this study can contribute to the development of evidence-based policies and practices that support teacher improvement and development, ultimately leading to improved student academic performance. By highlighting the importance of teacher professional development, this study can also inform strategies to increase teacher engagement and motivation, reducing teacher turnover, stress and improving quality of teacher education.

The study can also have practical implications for teacher training institutions, organization and teacher educators, enabling them to allocate resources more effectively and prioritize professional development initiatives that have a positive impact on teaching effectiveness and job satisfaction. Overall, this study has significance extends beyond the academic community, offering practical insights and recommendations for teacher educators, policymakers and administrators seeking to enhance teacher quality, job satisfaction and student achievement.

Research Objectives

1. Investigate the perceptions of teachers regarding their current status of professional development.
2. Explore the perceptions of teachers regarding the current level of their teaching effectiveness.
3. Investigate the perceptions of teachers regarding their current level of job satisfaction.
4. Explore the relationship between teachers' professional development and their teaching effectiveness.
5. Explore the relationship between teachers' professional development and job satisfaction.

Research Questions

1. What are the perceptions of teachers regarding their current status of professional development?
2. What are the perceptions of teachers regarding the current level of their teaching effectiveness?
3. What the perceptions of teachers regarding their current level of job satisfaction?
4. Is there any relationship between teachers' professional development and teaching effectiveness?
5. Is there any relationship between teachers' professional development and job satisfaction?

Literature review

Professional development involves evaluating its impact on teacher content knowledge, pedagogical skills and student performance and learning outcomes. Research studies apply different research methods, including surveys, observations and student academic achievement data to assess the effectiveness and quality of professional development programs. Content, intensity, faculty, duration, organizational culture and alignment with school and society goals are the essential factors that influencing professional development quality and effectiveness (Garet, Porter, Desimone, Birman, & Yoon, 2001).

Teaching effectiveness is a very critical and complex process that involves assessing teachers' pedagogical skills, instructional practices, student learning outcomes and quality of teaching and learning process. Different research studies emphasize the importance of using various methods to measure the teaching effectiveness, including student evaluations, observations, surveys, student achievement, interviews and teacher self-assessment (Darling-Hammond et al., 2017; Stronge, 2018).

Some research studies reported that student academic achievement data is also used to evaluate the teaching effectiveness, but this approach has some limitations include the influence of factors beyond the teacher's control, such as socioeconomic status, variation in resources and prior knowledge (Berliner, 2005). Teacher self-assessment facilitates teachers to evaluate their practices and identify the areas of growth and development, nurturing professional development and improvement (Schön, 1983).

Student assessment provides important insights into students' perceptions of teaching effectiveness and quality, but this approach may be influenced by biases such as demographics differences among students and variances in personalities and characteristics of teachers (Spooren, Brockx, & Mortelmans, 2013). A peer observation is another related approach which allows to colleagues to evaluate teaching quality, effectiveness and practices and provide actionable feedback to an observee teacher (Bell & Mladenovic, 2008).

Understanding and investigating job satisfaction among teachers is a very critical and complicated element. Further, it is also very challenging to understand the factors that contribute to their professional well-being, motivation, satisfaction and commitment. Different studies emphasize the significance of teacher job satisfaction in promoting teacher retention, organizational culture, reward, organizational justice, student learning outcomes and quality of teaching and learning process (Skaalvik & Skaalvik, 2017).

Research studies have used various methods to evaluate teacher job satisfaction, including surveys, interviews and observational studies. The Maslach Burnout Inventory (MBI) and the Teacher Job Satisfaction Questionnaire (TJSQ) are commonly used instruments to measure teacher job satisfaction (Lester, 1987).

The relationship between teachers' professional development and teaching effectiveness has been comprehensively studied in current years. Research studies suggest that high-quality professional development can significantly improve teaching effectiveness, which leading to improved students academic achievement and performance (Darling-Hammond et al., 2017; Yoon, Duncan, Scarloss, & Shapley, 2007).

Effective professional development programs share certain characteristics, including: content mastery, pedagogical development, active adult learning, collaboration, classroom management, expert support, coherence and effective time management. Research studies have shown that professional development can develop teaching effectiveness by enhancing teachers' content knowledge, pedagogical skills and instructional strategies and practices (Garet et al., 2001; Desimone, 2009). Furthermore, professional development programs that focus on literacy instruction and pedagogical knowledge have been shown to develop teachers' ability to teach reading comprehension, vocabulary and pedagogical skills (Biancarosa & Bryk, 2010).

Moreover, research highlights the importance of quality and continuous professional development, rather than one-time workshops, seminar and training sessions. Effective professional development should also be designed and adapted to the specific needs and contexts of teachers, taking into account factors such as students' grade level, subject area, organizational culture and student demographics differences (Darling-Hammond et al., 2017).

The relationship between teachers' professional development and job satisfaction is very significant factor in teacher retention, self-efficacy, motivation, commitment and well-being. Different studies suggest that high-quality professional development can significantly increase

teacher job satisfaction and teaching effectiveness, which leading to enhanced teacher retention, commitment, and student academic achievement and performance (Klassen Yerdelen, & Tze, 2013; Skaalvik & Skaalvik, 2017).

Effective professional development programs promote teachers' job satisfaction. Teachers' participation in professional development activities can enhance their subject content knowledge, pedagogical skills and confidence, which leading to increased job satisfaction among teachers (Desimone, 2009). Professional development that promotes teacher independence and self-efficacy can enhance job satisfaction by allowing teachers to take ownership of their professional practice (Pearson & Moomaw, 2005). Professional development that promotes collaboration and teamwork among teachers can increase a sense of community and mutual learning, which leading to enhanced job satisfaction among teachers (Vangrieken, Dochy, Raes, & Kyndt, 2015).

Moreover, research studies highlight the significance of providing professional development to the specific needs and contexts of teachers. For example, professional development programs that focus on content mastery, pedagogical development, active adult learning, collaboration, classroom management, expert support and effective time management can be particularly effective in increasing job satisfaction (Spilt, Koomen, & Thijs, 2011).

Research studies have revealed that teacher job satisfaction can be influenced by various factors, including school climate, organizational culture, organizational justice, administrative support and resources and opportunities for professional development (Liu & Ramsey, 2008). Therefore, this study is designed to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction among teachers.

Research Methodology

The nature of this study was quantitative and co-relational design was applied. This study was conducted to examine the relationship between teachers' professional development, teaching effectiveness and job satisfaction of school teachers of district Okara. This design benefits to predict score and explain the relationship among variables. The population of teachers consisted of all secondary teachers teaching in public schools of district Okara. According to data available on the website of Punjab school education department currently 9329 teachers are working in district Okara. The sample of this was 220 teachers which were selected by using random sampling technique. The data were collected by teachers' professional development scale, teaching effectiveness scale and teachers' job satisfaction scale. A pilot study was conducted to ensure the reliability of above three instruments for utilization of these instruments in Pakistani context. The detail of these three instruments with reliability is given in table 1. The data were collected on six point Likert scale uses six response options, ranging from "strongly disagree" to "strongly agree".

Table 1
Reliability analysis

Sr. No	Scale	No. of items	Cronbach's Alpha
1	Teachers' professional development scale by (Evers, Kreijns, & Van der Heijden, 2016)	25	0.96
2	Teaching effectiveness Scale (TES) by (Prakash, Chandra & Chandrashekar, 2020)	25	0.98
3	Teachers job satisfaction scale by (Ngimbudzi, 2009)	32	0.96

Note: N=58

Data Analysis and Results

The data were analyzed using SPSS 22 version and statistics techniques like mean, SD and relationship analysis were applied to meet the study objectives.

Table 2

Demographic characteristics of participants

Variables	Category	Frequency	Percent
Gender	Male	133	60.5
	Female	87	39.5
Age (years)	21-30	32	14.5
	30-40	106	48.2
	40-50	57	25.9
	50-60	25	11.4
	Above 60	10	4.5
Experience (years)	0-5	32	14.5
	5-10	64	29.1
	10-20	70	31.8
	Above 20	54	24.5
Qualification	Matric/Inter	4	1.8
	BA/BSc	3	1.4
	MA/MSc/BS	123	55.9
	MPhil/PhD	90	40.9
Designation	PST	94	42.7
	EST	61	27.7
	SST	65	29.5

Note: N=220

This table represents the demographic characteristics of participants. There were 220 teachers were included in the sample for this study.

Table 3

Mean analysis of teachers' professional development, teaching effectiveness and job satisfaction

Sr.No	Variable	Minimum	Maximum	Mean	Std. Deviation
1	Teachers' professional development	25	150	116.57	20.468
2	Teaching effectiveness	25	150	122.70	22.397
3	Teachers' job satisfaction	32	192	144.30	28.408

Note: N=220

This table represents the mean analysis of teachers' professional development, teaching effectiveness and job satisfaction. It indicates that the value of mean score ($M = 122.70/25 = 4.90$) for teaching effectiveness is recorded highest. Teachers' professional development has the middle mean score ($M = 116.57/25 = 4.66$) value. Job satisfaction has the lowest mean score ($M = 144.30/32 = 4.50$) value.

It revealed that the mean value of perceived teachers' professional development, teaching effectiveness and job satisfaction was above the scale mark Somewhat Agree (4.0) and below Agree (5.0). It revealed that the majority of teachers were agree and satisfied with their professional development, teaching effectiveness and job satisfaction.

Table 4

Correlations between teachers' professional development, teaching effectiveness and job satisfaction

		Professional Development	Teaching Effectiveness	Job Satisfaction
Professional Development	Pearson Correlation	1	.885(**)	.757(**)
	Sig. (2-tailed)		.000	.000
	N	220	220	220
Teaching Effectiveness	Pearson Correlation	.885(**)	1	.727(**)
	Sig. (2-tailed)	.000		.000
	N	220	220	220
Job Satisfaction	Pearson Correlation	.757(**)	.727(**)	1
	Sig. (2-tailed)	.000	.000	
	N	220	220	220

** Correlation is significant at the 0.01 level (2-tailed).

The table 4 displays Pearson correlation coefficients between teachers' professional development, teaching effectiveness and job satisfaction. The result indicates a statistically significant and strong positive relationship with ($p < 0.001$) $r = 0.885$ values between teachers' professional development and their teaching effectiveness and also statistically significant and strong positive relationship with ($p < 0.001$) $r = 0.757$ values between teachers' professional development and job satisfaction. Furthermore, also statistically significant and strong positive relationship with ($p < 0.001$) $r = 0.727$ values between teaching effectiveness and job satisfaction.

As one variable increases, the other is likely to increase as well, according to the positive correlation coefficient. In this context, it indicates a strong positive relationship between teachers' professional development, teaching effectiveness and job satisfaction for the responses of 220 participants.

Findings

As the main purpose of this study was to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction. On the basis of data analysis and results of the current research the study found a significant positive relationship between teachers' professional development and their teaching effectiveness and job satisfaction. Further this study found that teachers who participated in quality professional development programs demonstrated improved teaching quality, commitment, confidence and spirit. Additionally, these teachers reported higher levels of job satisfaction and satisfactory professional development and teaching effectiveness. The study also identified specific aspects of professional development programs that contributed to improved teaching effectiveness and job satisfaction, including skill-focused training, collaborative learning opportunities and ongoing support and feedback. The findings suggest that investing in quality professional development programs can have a positive impact on teacher effectiveness and job satisfaction. Furthermore, this study found that the majority of teachers were agree and satisfied with their professional development, teaching effectiveness and job satisfaction.

Discussion

The purpose of this study was to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction. The relationship between teachers' professional development and teaching effectiveness has been extensively studied, and the findings indicated a strong positive correlation between teachers' professional development and teaching effectiveness. The results of this study indicated a statistically significant and strong positive relationship between teachers' professional development and their teaching effectiveness. According to Darling-Hammond et al., (2017) Professional development programs leads to improved student academic achievement, teaching effectiveness, self-efficacy, creativity, professional and pedagogical growth, contentment and job satisfaction among teachers.

The findings of this study are supported by research studies of Desimone, (2009) and Yoon et al., (2007) which shown that quality professional development programs leads to enhance teaching effectiveness by nurturing teacher critical learning, improving pedagogical skills, instructional strategies and enhance teacher commitment, creativity, satisfaction and confidence. Further professional development programs that focus on content knowledge, pedagogical skills, time management and classroom management have been shown to improve teaching effectiveness and student academic achievement.

Moreover, research studies highlight the importance of quality and continuous professional development, rather than one-time workshops, seminar and training sessions. Effective professional development should also be designed and adapted to the specific needs and contexts of teachers, taking into account factors such as students' grade level, subject area, organizational culture and student demographics differences (Darling-Hammond et al., 2017).

The strong positive relationship between teachers' professional development and teaching effectiveness has significant implications for educational policies and practices. The management of school education ensure arrangement of quality professional development programs this would significantly improve teaching effectiveness, which leading to improved students academic achievement and performance.

The relationship between teachers' professional development and job satisfaction has been extensively studied, and the findings of this study also indicated a strong positive correlation between teachers' professional development and job satisfaction. The results of this study indicated a statistically significant and strong positive relationship between teachers' professional development and their job satisfaction.

According to Klassen et al., (2013) effective professional development programs provide teachers with opportunities to enhance their subject content knowledge, pedagogical skills and teaching practices, which directly led to increased teachers' job satisfaction, commitment and retention.

The findings of this study are supported by various research studies such as Pearson and Moomaw (2005) and Spilt et al., (2011) which indicated that quality and effective professional development enhanced teachers' job satisfaction by promoting teacher critical thinking, autonomy, commitment, confidence and self-efficacy. Further indicated that the professional development programs that focus on teacher-student relationships, pedagogical skills, mastery of subject matter, understanding learner psychology, classroom management and teaching methodologies have been shown to increase teacher job satisfaction and reduce burnout and frustration.

Moreover, research studies have highlighted the significance of designing professional development programs to the specific needs, requirements and contexts of society and teachers. By providing teachers with resources and opportunities for professional development, pedagogical learning and cooperation, management of school education department can

encourage a culture of continuous professional development and teacher job satisfaction (Vangrieken et al., 2015).

The strong positive relationship between teachers' professional development and job satisfaction has significant implications for educational policies and practices. The management of school education ensure arrangement of quality professional development programs this would significantly provide the opportunities and resources for professional growth, pedagogical learning and cooperation. This perspective would increase teachers' job satisfaction, reduce disappointment, frustration and turnover and leading to improved students' academic achievement and performance.

Conclusion

The purpose of this study was to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction. It is concluded on the bases of results that the strong positive relationship between teachers' professional development and teaching effectiveness emphasized the importance of effective and quality professional development programs. Teacher education institutions and policymakers must ensure effective and quality teachers' professional development and training, which lead to increase teaching effectiveness and improve students' academic achievement and performance and quality of education.

The strong positive relationship between teachers' professional development and job satisfaction emphasizes the significance of providing and designing effective and quality professional development programs that focus on teacher-student relationships, pedagogical skills, mastery of subject matter, understanding learner psychology, classroom management and teaching methodologies have been shown to increase teacher job satisfaction and reduce burnout and frustration. Furthermore, quality and effective professional development enhanced teachers' job satisfaction by promoting teacher critical thinking, autonomy, commitment, confidence and self-efficacy.

Furthermore, the relationship between teachers' professional development and teaching effectiveness is composite and comprehensive. Effective and quality professional development programs lead to increase teaching effectiveness, which leads to enhanced students' academic achievement and performance.

Moreover, it is concluded that the relationship between teachers' professional development and job satisfaction is convoluted and versatile. Effective and quality professional development programs lead to increase teacher job satisfaction, which leads to enhanced teacher, self-efficacy, retention and students' academic achievement and performance.

Recommendations

The purpose of this study was to investigate the relationship between teachers' professional development, teaching effectiveness and job satisfaction. It is recommended on the bases of the findings of this study that the policymakers and teacher educators should work together to create a supportive and quality environment that nurtures teacher personal growth and professional development. This can include providing resources and incentives for professional development and training, promoting a culture of cooperation, continuous development, distinguishing and rewarding teacher contribution.

Future researches should focus on updated and modern learning pathways, cooperative communities of knowledge and communities of practises and data-driven decision making. By understanding the complexities of teacher professional development, teacher educators and policymakers can design more effective teacher education and training programs that enhance teacher quality and professionalism.

By understanding the factors that influence teachers' job satisfaction, teacher educators and policymakers can develop specific and targeted strategies to support teachers' self-efficacy, well-being, commitment, retention and effectiveness.

References:

- Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education*, 55(6), 735-752.
- Berliner, D. C. (2005). Our impoverished view of educational research. *Teachers College Record*, 107(6), 949-962.
- Biancarosa, G., & Bryk, A. S. (2010). The effects of professional development on teacher knowledge and student achievement in reading. *Reading and Writing Quarterly*, 26(2), 147-173.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development. *Educational Researcher*, 38(3), 181-199.
- Garet, M. S., Porter, A. C., Desimone, L. M., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? *American Educational Research Journal*, 38(4), 915-945.
- Klassen, R. M., Yerdelen, S., & Tze, V. M. C. (2013). Teacher motivation and job satisfaction: A systematic review. *Educational Psychology Review*, 25(2), 147-171.
- Lester, P. E. (1987). Development and factor analysis of the Teacher Job Satisfaction Questionnaire (TJSQ). *Educational and Psychological Measurement*, 47(1), 223-233.
- Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the Teacher Follow-up Survey in the United States. *Educational Research and Evaluation*, 14(3), 233-252.
- Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and job satisfaction. *Journal of Educational Research*, 99(4), 212-219.
- Pianta, R. C. (2016). Classroom processes and teacher-student interaction. In R. C. Pianta (Ed.), *Handbook of research on teaching* (pp. 381-404). American Educational Research Association.
- Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy and job satisfaction. *Teaching and Teacher Education*, 67, 354-364.
- Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher-student relationships. *Educational Psychology Review*, 23(4), 457-477.
- Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research*, 83(4), 598-642.
- Stronge, J. H. (2018). *Qualities of effective teachers*. ASCD.
- Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2015). Teacher collaboration: A systematic review. *Educational Research Review*, 15, 17-40.
- Yoon, K. S., Duncan, T., Lee, S. W. Y., Scarloss, B., & Shapley, K. L. (2007). Reviewing the evidence on how teacher professional development affects student achievement. *issues & answers*. rel 2007-no. 033. Regional Educational Laboratory Southwest (NJ1).