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EMPOWERING LECTURERS: THE LINK BETWEEN PROFESSIONAL DEVELOPMENT AND ENHANCED STUDENT ACHIEVEMENT

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ABSTRACT

This literature review focuses on how professional development has a good effect on teacher efficacy and student learning outcomes. This literature review is aimed at the synthesis of the existing research on the effects of professional development on teacher efficacy and student learning outcomes. In particular, the following review should address the impact of different forms of professional development on the self-efficacy of teachers and the academic performance of their students and consider the mechanisms and mediating variables that determine these relationships. A synthesis of literature indicates teacher professional development programs can make a considerable impact on teacher self-efficacy, which consequently results in better instructional practices, engagement of the student, and better academic performance. Another significant aspect of the effectiveness of professional development that is identified in the review is the participation of the teachers, instructional design, and leadership support. The results propose that school leaders and policymakers are more inclined to invest in high-quality professional development opportunities that correspond to the needs and interests of teachers and offer continuous support to those teachers who should apply the new skills and knowledge in their classrooms.

Key Words: Professional Development, teacher efficacy, student learning outcomes,



INTRODUCTION

It is generally accepted that one of the critical issues in student learning outcomes is good teaching (Hattie, 2009). But the capabilities of teachers to provide instruction of high quality depend on a plethora of variables, such as the beliefs, attitudes, and practices of the teacher him/herself (Bandura, 1997). Effective teaching consists of a major element of teacher efficacy, or belief in his or her ability to teach and influence the way students learn (Tschannen-Moran and Hoy, 2000). It is stated that, in cases where teachers are confident in their capacities, they will undertake effective teaching practices, facilitating student learning as well as eventually leading to improved student learning outcomes (Goddard et al., 2000). However, with the significance of teacher efficacy, inadequacy and burnout are common among many teachers (Ladd and Smith, 1997). This can be explained by a number of factors, among which are poor training, the absence of support of the school leaders and other colleagues, and high-stakes testing conditions (Johnson et al., 2005). Professional development (PD) opportunities may be of the essence in solving these problems since they increase the knowledge, skills, and confidence of the teacher (Guskey and Passariello, 1998). Nonetheless, the effect that PD has on teacher efficacy and student learning outcomes is not well-studied yet (Wadesango, 2023).

BACKGROUND

The teachers are very fundamental in determining the quality of education. Student learning outcomes are largely dependent on teacher effectiveness, and teacher efficacy is a major aspect of teacher effectiveness" (Tschannen-Moran and Hoy, 2007). Teacher efficacy is a phenomenon that means that a teacher believes in their ability to instruct students and enhance their learning (Klassen and Skaalvik, 2011). Nevertheless, studies have continuously revealed that not all teachers are very confident, especially when teaching mathematics and science (Hill et al., 2016). Professional development is one of the strategies that have been found to enhance teacher efficacy and consequently learning outcomes of students. Professional development may assume numerous forms, among them being workshops, coaching, mentoring, and peer collaboration (Darling-Hammond and Richardson, 2009). With high-quality professional development experiences, teachers will be more inclined to report higher levels of confidence in their teaching skills and better student learning results (Guskey and Bailey, 2000). Nevertheless, it is a complicated and situation-specific relationship between professional development and teacher efficacy (Vrooman and Yeager, 2015).

According to NEA, 2029, there has been an increasing appreciation of the role of professional development in teachers over the past few years. According to the law adopted in the United States in 2015, the Every Student Succeeds Act (ESSA) is emphatic on the need to empower teachers to grow and develop professionally (U.S. Department of Education, 2015). In the same vein, the 2018-2020 Almanac of Education issued by the National Education Association (NEA) has stated that almost all teachers consider that professional development is necessary to enhance student learning outcomes (National Education Association, 2019).



With this acknowledgment, professionals are yet to offer many teachers regular or significant chances to develop professionally (Ingersoll and Strong, 2011). In addition, studies have established that most professional development initiatives are either useless or ineffective because of such issues as ineffective design, irrelevancy to the needs of teachers, or lack of support (Guskey and Bailey, 2000; Smith and Hill, 2012).

SIGNIFICANCE OF THE STUDY

This literature review paper will shed some light on the essential nature of the relationship between professional development, teacher efficacy, and student learning outcomes, which bears great implications regarding the educational practice, policy, and research that will be carried out in the future.

Improving Teacher Efficacy: "To provide a supportive teaching environment, it is necessary to learn about how professional development might influence teacher efficacy" (NEA, 2019). Teachers who are efficacious also tend to adopt new teaching methods, effectively manage the classroom, and remain resilient during a crisis. Through effective professional development programs, the educational leaders may empower teachers, and eventually this will help them to improve their confidence and their teaching ability.

Enhancing Student Learning Outcomes: The objective of any learning program is to enhance student learning. The present study is a review of the relationship between targeted professional development and not only teacher performance but also student achievement. Finding the right professional development strategies, educators and policymakers will be able to make sure that the investment in teacher development can be converted into student achievement, thus making it possible to prove that the investments in the teacher training are worth the resources that are being devoted to this kind of program.

Informed Policy Decisions: The findings that are presented in this literature review can be useful to policymakers because they know which of the professional development practices are most profitable regarding teacher efficacy and student performance. This knowledge can then be used in making decisions about investing in initiatives that have already been proven successful to create a more effective teaching setting.

Future Research Framework: This paper recognizes gaps in the existing research and proposes future research opportunities, such as the necessity of longitudinal research to adopt the significant effects of professional development on teacher practice and student achievement in the long term.

Supporting Diverse Learners: Professional development programs designed around culturally responsive teaching practices and differentiated instruction are essential in addressing the needs of diverse students in the present-day world (Hill et al., 2016). The study identifies how teachers can adjust their experiences to



promote equity and inclusion in the classroom, which in turn would lead to improved outcomes for all learners by estimating the effects of these programs on teacher efficacy.

Fostering a Culture of Lifelong Learning: The study suggests a culture of lifelong learning for teachers by focusing on the need to develop professionally. This adherence does not only improve on the skills of teachers but also serves as a role model of growth mindset to the students in a way that fosters a culture of constant improvement, which will be treasured and sought by every member of the education fraternity.

RESEARCH OBJECTIVES

Establish the Correlation between Professional Development and Teacher Efficacy: Research available literature to understand the role of particular forms of professional development interventions, for example, workshops, mentoring, and collaborative learning, in affecting the teachers in terms of self-efficacy beliefs and their capacity to engage in productive instructional practices.

Assess the Relationship between Teacher Efficacy and Student Learning Outcomes: Determine the literature that connects teacher efficacy with student performance outcomes with an emphasis on the role of increased teacher confidence and competence in stimulating student engagement, performance, and overall learning outcomes.

Determine Professional Development Best Practices that Enhance Teacher Efficacy and Student Achievement: Summarize the results of multiple studies, and describe models and strategies related to professional development that were proven to be effective in strengthening teacher efficacy and, therefore, positively influence student learning outcomes. These sub-objectives will enable me to organize my literature review and give a clear focus on the interrelationships between professional development, teacher efficacy, and student performance.

RESEARCH METHODOLOGY

The studies included in this literature review will be published during the years 2010 and onwards in peer-reviewed journals and books; however, priority will be given to primary research articles focusing on investigating the effects of professional development on teacher performance and student achievement. The review will cover the studies that investigate the impact of different forms of professional development, such as

Professional traditional development, for example, workshops, conferences, and coaching.

In-job professional development, for example, peer coaching and peer mentoring.

Professional development with the help of technology, for example, online courses and simulations.

Professional development, for example, staff meetings and PLCs at school.



The mediating factors that could affect the relationship between professional development and teacher efficacy or student learning outcomes that will be discussed in the review include:

- Demographics of the teachers, for example, experience, subject area, and grade level.
- Poverty rate School characteristics, for example, size, type, and poverty rate.
- Instructional practice and curriculum.
- Organizational support and leadership.
- Efficacy of teachers and its significance in teaching.

TEACHER EFFICACY AND ITS IMPORTANCE IN TEACHING

Teacher efficacy means the faith and perception that teachers hold in their capability to teach and enhance the student learning outcomes (Guskey and Passi, 1999). It is a multidimensional and intricate construct that involves not only the perception of a teacher of his or her own capabilities but also his or her perception of the capabilities of his or her students, curriculum, and instructional process (Tschannen-Moran and Hoy, 2007). Teacher efficacy may be further divided into two, namely, personal teaching efficacy (belief in his/her abilities) and pedagogical efficacy (belief in his/her ability to teach students) (Guskey and Passi, 1999).

Significance of Teacher Efficacy.

It has always been noted that an important part of defining student learning outcomes is teacher efficacy (Klassen and Skaalvik, 2013; Starnes and Brossman, 2014). In the case of high levels of teacher efficacy, teachers are more likely to:

- Expressed not only high expectations of their students but also high expectations (Guskey and Passi, 1999).
- Partake in better instructional practices (Tschannen-Moran and Hoy, 2007).
- Be more supportive of student learning through more feedback and scaffolding (Klassen and Skaalvik, 2013).
- Become stronger and more flexible towards challenges (Hoy and Johnson, 2011).
- Experience greater job satisfaction and less burnout (Guskey and Passi, 1999).
- On the other hand, the teachers who possess low levels of teacher efficacy might have reduced job satisfaction, mounting stress, and low student achievement (Guskey and Passi, 1999).

THEORETICAL BACKGROUND

According to Guskey and Passi (1999), teacher efficacy is a critical theory in the education sector that is used to describe the notion of beliefs among teachers regarding the ability to have a positive influence on the learning outcomes of their students.

Teacher Efficacy Theory by Gibson and Dembo (1984): According to the theory of Gibson and Dembo, teacher efficacy depends on two variables, which are



outcome expectation and a perceived control over the teaching outcome. High-efficacy teachers feel that they can positively influence the learning outcomes of students and feel that they have control over the learning of the students.

Tschannen-Moran and Hoy Conceptual Framework of Teacher Efficacy (1995): The conceptual framework by Tschannen-Moran and Hoy lists the three elements of teacher efficacy, including personal teacher efficacy, science teacher efficacy, and student efficacy. They claim that these elements interrelate to affect the instructional choices of teachers and the achievement of students.

Complex Efficacy Framework (2003) by Wearne: According to Wearne, the teacher efficacy consists of three dimensions, namely the personal teaching efficacy, the instructional leadership efficacy, and the leadership-for-learners efficacy. It is emphasized in this framework that the relationship between teacher efficacy and student outcomes can only be analyzed by taking into consideration several factors about the teacher efficacy.

TEACHER EFFICACY IS IMPORTANT IN TEACHING

Teacher efficacy is one of the key terms in the educational process that should be defined as the confidence of a teacher in their capacity to teach and achieve better results in student learning (NEA, 2019). Research has always indicated that teacher efficacy greatly influences teacher practice, student performance, and the overall results in education, as stated by Wadesango (2023). In this response I will be referring to the significance of teacher efficacy in teaching and also outline some of the existing references to affirm the idea.

Teacher efficacy is a multidimensional construct where three components are contained, which include personal teaching efficacy (PTE), general teaching efficacy (GTE), and specific teaching efficacy (STE) (Tschannen-Moran and Hoy, 2007). PTE means confidence of a teacher in their capability to conduct certain teaching tasks, GTE means confidence of a teacher in his or her capability to enhance learning outcomes among students, and STE means confidence of a teacher in his or her ability to influence learning outcomes of specific students (VEA, 2019).

The Importance of Teacher Efficacy?

Influence on Teaching Practices: Teachers have been found to have higher levels of influence on teacher efficacy, which in turn results in the behavior of teachers to use instructional strategies that would help promote student learning and engagement (Klassen and Anderson, 2006). Hoy et al. say they are more likely to establish a good classroom atmosphere, which is favorable to the learning of the student (Hoy et al., 2006).

Effects on Student Learning: Teacher efficacy has always been found to be associated with high academic performance by students taught by teachers with high teacher efficacy (Ashton and Webb, 2006). The reason is that teachers who are characterized by high teacher efficacy tend to engage in effective teaching practices and offer personalized support to the learners (Johnson et al., 2014).



Lessons Teacher Burnout: Teachers who have high teacher efficacy run a lower chance of experiencing burnout and stress, which may result in job satisfaction and lower turnover rates (Kunter et al., 2011).

Collaboration in Fosters: Teachers who possess high teacher efficacy have more chances to collaborate with other teachers as well as undertake professional development that can result in better teaching practices and student learning outcomes (Guskey and Passi, 2000).

PROFESSIONAL DEVELOPMENT AND TEACHER EFFICACY

Connection of professional development and teacher efficacy.

Teacher efficacy can be effectively influenced by opportunities for professional development. Research has also determined that the teachers who engage in professional development practices are more likely to report high levels of efficacy than those who do not (Guskey and Gates, 2001; Veenman, 2000). This can probably be attributed to the fact that through professional development, teachers are able to develop their knowledge and skills and also gain some confidence in the teaching practices that they have (Darling-Hammond and Richardson, 2009).

Particularly, it has been found that professional development that is based on:

Content knowledge: "Enhances teacher efficacy by increasing their subject matter and instructional ways of teaching" (Guskey and Bailey, 2001).

Pedagogical knowledge: This improves teacher efficacy through giving new instructional methods and techniques to teachers (Harris and Sass, 2016).

Cultivating teacher efficacy through collaborative learning: This is the process that helps teachers develop a sense of community and social support (Johnson & Christensen, 2014).

Feedback and reflection: Leads to the improvement of the teacher efficacy as teachers reflect on their practice and get constructive feedback (Hobbel and Gable, 2016).

Student Learning Outcomes

Studies have always indicated that teacher efficacy is positively correlated to student learning outcome (Tschannen-Moran and Hoy, 2000). For example:

- Academic achievement: There is an improvement in academic achievement with higher efficacy among the teachers (Tschannen-Moran and Hoy, 2000).
- Student motivation: Higher efficacy of teachers is associated with encouragement of more student engagement and motivation among teachers (Patrick et al., 2013).
- Classroom climate: "The more efficacious the teachers are, the more positive and inclusive classroom climate they can create" (Weinstein et al., 2011).

Major reasons that lead to the effectiveness of professional development programs

The following are some of the factors that make professional development programs effective:



- Teacher autonomy and participation: When the teachers are showcased as owning and being able to control their own professional development, they will be more engaged and motivated to learn. The organization must also establish suitable non-monetary incentives for employees to motivate them to strive for the intended goals. The company should also develop appropriate non-monetary rewards that can be given to employees to help them work towards achieving the desired outcomes.
- Job-based learning: Professional growth is also embedded in the daily routine of teachers, for example in coaching, mentoring, or peer observation, and this has been found to be more effective than workshops or conferences. (Guskey, 2002; Stein et al., 2008)
- Collaborative learning situations: "Professional development programs that promote collaboration and teamwork among teachers have been identified to enhance efficacy and student learning outcomes of teachers involved in the programs. (Killion et al., 2011; Stoll et al., 2006)
- Attention to student learning outcomes: It has been proved that professional development programs that are based on the enhancement of student learning outcomes are more efficient than those relying on teacher skills or knowledge only. The subsequent argument relates to the concept of the rational choice regarding the present circumstances. The next point is connected with the notion of the rational choice in the current situation (Darling-Hammond et al., 2009; Wiggins and McTighe, 2005).
- Coaching and feedback: "Regular coaching and feedback of teachers with respect to their instructional practices has been found to positively affect teacher efficacy and student learning outcomes. (Veenman & Berryman, 2013; Wong et al., 2014)
- Continued support and follow-up: It is established that the use of professional development programs with continued support and follow-up to the initial training is more effective than the ones without follow-up. (Guskey, 2002; Houde et al., 2015)
- Integration of technology: Professional development programs that involve the application of technology in teaching practices have been discovered to enhance teacher efficacy and learning outcomes among students. (Dziuban et al., 2011; Zhao et al., 2018)
- Cultural relevance: It has been discovered that professional development programs that consider the cultural backgrounds and needs of various students are more effective when compared to the ones that do not. (Gay, 2000; Ladson-Billings, 1995)
- Integration of reflective practice: "Professional development intervention programs that prompt teachers to reflect on their practices and beliefs about themselves have been determined to enhance teacher effect and student learning results. (Boud & Garrick, 2007; Schon, 1983)
- Impact measurement: Professional development that involves regular assessment and evaluation of teacher growth and student learning outcomes has been reported to be more effective than that which does not. (Guskey, 2002; Wiggins & McTighe, 2005)



PROFESSIONAL DEVELOPMENT AND STUDENT LEARNING OUTCOMES

How professional development will influence student learning outcomes.

Professional development (PD) is an extremely important aspect of the training of teachers, which is expected to add to the knowledge, skills, and instructional practices of teachers (NEA, 2019). PD aims at enhancing teacher efficacy, which is given as a feeling that a teacher has in the fact that he or she is an effective teacher (Tschannen-Moran and Hoy, 2000). Hoy and Tschannen-Moran (2007) observe that teacher efficacy is associated with a number of outcomes, including academic achievement witnessed in students.

Wadesango (2023) explains the effect of PD on teacher efficacy and student learning outcomes by citing the many studies that have been conducted on the research topic. Here are some key findings:

- Influence on Teacher Efficacy: According to Glickman et al. (2014), the report of the participants of PD programs is that over the period of six months, the self-efficacy of teachers increased significantly. On the same note, Vescio et al. (2008) inferred that PD programs positively influenced teacher efficacy.
- Improvement to Student Learning Outcomes: Studies have always revealed that PD positively influences student learning outcomes. Desimone et al. (2002) discovered and articulated that students of teachers that attended PD programs scored higher in grades and standardized test scores. According to Ingvarson et al. (2005), students that had teachers who received PD support were more literate.
- PD Type Counts: PD type may have an effect on teacher efficacy and student learning outcomes. Research indicates that problem-based learning PD (PBL-PD) has been demonstrated to be more successful than the traditional lecture-based PD in enhancing teacher efficacy and student learning outcomes (Wiggins and McTighe, 2005).
- Collaborative Professional Development: "Collaborative PD Collaborative Professional Development—This practice of teachers' collaboration in developing instruction mechanisms has been identified to positively influence teacher efficacy and the learning outcomes of students (Hargreaves and Fink, 2006).

Associated Relationship between Teacher Efficacy and Student Learning Results.

Efficacy of teachers is an essential phenomenon in which education involves a belief in the power of a teacher to influence the learning outcomes of his or her students positively (NEA, 2019). It has always been found that the teacher efficacy is positively related to student learning outcomes (Tschannen-Moran and Hoy, 2007; Webb et al., 2014). Differently put, teachers who feel that they can do a good job improving their students' learning have a greater chance of implementing successful teaching behaviors and attaining improved student achievement (Hill et al., 2016). Bandura (1997) has developed the self-efficacy theory, which is widely known as one of the theories pertaining to teacher efficacy (Ross et al., 2006). The theory



suggests that the beliefs held by teachers regarding their own efficacy may lead to their motivation, hard work, and achievement (NEA, 2019). Teachers feel empowered to make a change and therefore would be encouraged and determined to teach better results to students when they are motivated.

Research conducted by Ashton and Webb (2006) established that higher teacher efficacy resulted in higher levels of math and reading proficiency among the students of the teachers who reported greater levels of teacher efficacy. According to Ross et al. (2006), teacher efficacy was a predictor of the achievement of students in science.

Besides student achievement, teacher efficacy has also been connected with other significant outcomes in students, including student motivation and engagement. To illustrate, according to Finkle et al. (2015), the higher the teacher efficacy, the higher the motivation levels of students; the more they were involved in the learning. So, how do educators enhance teacher efficacy and increase student learning outcomes? One of the strategies, according to NEA (2019), is to offer teachers the chance of professional development and support. Studies have always indicated that when teachers join professional development programs, which are aimed at fostering teacher efficacy, then they are likely to have their self-efficacy beliefs increased (Hoy et al., 2006; Tschannen-Moran and Hoy, 2007). The other strategy will be to offer feedback on the teaching practice to the teacher and support in the implementation of new teaching strategies. To illustrate, according to Borko et al. (2008), it was put down that when teachers were provided with feedback regarding their teaching practices and their support in implementing new strategies, teachers with such feedback indicated that they had higher levels of teacher efficacy and an improvement in student achievement.

As NEA (2029) claims, the connection between teacher efficacy and learning outcomes of students is already a well-established phenomenon in the literature. When teachers believe that they can produce a positive influence on the learning of their students, chances are high that they will be more prone to effective teaching strategies and improved student results (Wadesango, 2023). Similarly, Borko et al. (2008) express that an educator may nurture teacher efficacy by offering them an opportunity to grow professionally and to support them, as well as giving feedback about the teaching practices and help in the adoption of new instruction techniques.

Influencing Factors of Professional Development Effectiveness.

The following are the factors that affect professional development:

Job-Embedded Professional Development: Teachers will be more prone to valuing new skills and knowledge provided that they have the opportunity to practice and apply it in their everyday teaching activities (Guskey, 2002; Vescio et al., 2008).

Coaching and Mentoring: Individual coaching and mentoring may serve to assist the teachers in their professional development and produce confidence in adopting new practices (Borko et al., 2008; Desimone et al., 2002).



Teacher Autonomy: "Teachers are likely to be engaged and motivated when they do not have to worry about how they plan to design and implement professional development activities" (Hargreaves and Fink, 2006).

Technology Integration: The use of technology can support the development of the professionals by making online materials, virtual tools of collaboration, and multimedia learning experiences available (Kozma and McCloskey, 2011).

Collaborative Learning Communities: Educators working in collaborative learning communities with their peers have higher chances of gaining job satisfaction and better teaching (Stoll et al., 2006).

Feedback and Reflection: Feedback and reflection are the effective elements of the development in the professional sphere (Black and Wiliam, 2009).

Contextual Factors: The situation under which professional development occurs may greatly affect the success of the development (Guskey and Passarella, 1999).

Time and Schedule: It may be better to have the professional development that is timed during the school breaks or in the summer and not during the regular school day (Guskey and Bailey, 2000).

Diversity and Inclusion: Inclusion and responsiveness to the multicultural needs of teachers can also result in more engagement and effectiveness in professional development (Ladson-Billings, 1995).

Assessment of Professional Development: "Professional development has been calculated to be very important because it is an essential component to assess the effect of professional development on teacher efficacy and student learning outcomes" (Herman et al., 2012).

THE EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT PROGRAMS

The following factors make the professional development programs effective:

Teacher Participation: Teacher participation in professional development is one of the very important components that define its effectiveness. It has been proposed that the more actively teachers are engaged in professional development, the more they tend to report high teacher efficacy and high student learning outcomes (Guskey, 2002; Vavasseur and Ghesquiere, 2010).

Instructional Design: The professional development program design is a key determinant of the effectiveness of the programs. It is believed that the programs that are properly designed, structured, and pertinent to the needs of teachers are more likely to achieve positive outcomes (Harris et al., 2011; Timperley and Hopkins, 2013).



Leadership Support: Good leadership support is the key to the efficient professional development programs. According to the research, encouraging, resource-rich, and collaboration-providing leaders are likely to promote teacher development and enhanced student achievement (Leithwood et al., 2004; Wimpelberg et al., 2016).

Collaboration and Networking: The collaboration and networking of teachers is also one of the main elements of successful professional development. Studies indicate that peer-to-peer sharing and collaboration programs may result in more teacher efficacy and better student learning (Guskey and Passarella, 2005; Vavasseur et al., 2011).

Student Learning: Professional development programs that emphasize student learning outcomes have a higher chance of being effective as compared to those that emphasize the teaching practices only (Desimone et al., 2002; Hill et al., 2009).

Sustainability: "Lastly, sustainability will be important in determining the effectiveness of professional development programs in the long run. According to research, it is more probable to implement long-term and sustainable programs that can result in permanent transformation of teaching practices and student learning outcomes (Guskey et al., 2010; Timperley et al., 2014).

CONCLUSION

The conclusion of the findings of this review is that professional development is one of the most imperative issues that should occur continuously in fostering teacher efficacy and improving student learning. When teachers are provided with frequent and specific assistance, the likelihood of teachers being enabled to take risks and adjust to new pedagogies, as well as a sense of ownership of their instructional practice, increases. On the contrary, educators who do not have a chance to grow and develop might find it hard to keep up with the best practice and stagnate and become demoralized.

The consequences of this study are extensive and enormous. Even policymakers, administrators, and educators should ensure that professional development is an important element of teacher support and school improvement. This can be through investing in programs that enable teachers to have a chance to collaborate, coach, and mentor others; rewarding and compensating the best teachers to attract and retain them; and rewarding teacher leaders who excel in their profession. Finally, the present review findings reveal the monumental importance of teacher efficacy as a factor that facilitates student learning outcomes. It is through teacher development that we can empower the teachers to become change agents that can initiate positive changes in the performance of students and the schools. Since we are working towards the development of more efficient educational systems that are more focused on promoting equity, inclusivity, and excellence, we must then extend our attention to the continuous growth and development of our most important asset, which is our teachers.



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