

Connecting Teacher Professional Development, Wellbeing and Effectiveness

AL-MUNNIR ABUBAKAR

Department of Education

Faculty of Arts and Education, Bauchi State University, Gadau

TENGGU FAEKAH TENGGU ARIFFIN

FAUZIAH MD JAAFAR

School of Education and Modern Languages

College of Arts and Sciences, Universiti Utara, Malaysia

Abstract

The relative importance of teacher professional development has been repeatedly highlighted by scholar in enhancing teachers' pedagogical knowledge and skills. This study extends the existing knowledge by examining how teacher professional development contribute towards teachers' wellbeing and then, indirectly influence teacher effectiveness. The study involves a total number of 380 secondary school teachers in Bauchi state who were selected through a multistage cluster sampling procedure. The findings discovered that there is a significant positive relationship between teacher professional development, wellbeing and teacher effectiveness. This study is yet another evidence of the relevance of teacher professional development in developing quality teachers. It also important to mention that when teachers are contented with the support they get from the school environment, it denotes their wellbeing status. Teachers' professional development and their wellbeing are important factors which are closely related to being more effective in their job.

Key words: teacher professional development; workplace wellbeing; teacher effectiveness

INTRODUCTION

The teacher portrays an essential role in educational settings. A teacher is a person upon whom all the activities of the school are dependent, and the school without a teacher is a soulless body (National Policy of Education, 2014). Teachers' personality, character professional, wellbeing, and teaching efficiency would improve the students' academic performance (Kaur, 2014). With regard to teacher efficiency, several studies have tried to unbox the antecedents of it. Separate studies have highlighted the importance of teacher professional development (Soine & Lumpe, 2014), capacity building training for teachers and teacher wellbeing in improving teacher effectiveness. However, previous studies did not really investigate the inter-connection between teachers' professional development, teacher wellbeing and teacher effectiveness in a single work.

The teaching of students at different stages of education, for example, teaching those in the secondary school level, becomes more challenging with the eruption of technology which also influence educational setting (Desantis, 2013). This speedy shifts in the way things are done have forced institutional and professional demands of more efficiency from their teachers (Mensah & Jonathan, 2016). Indeed, in Nigeria, teachers also face enormous problems orchestrated by the constant technological innovations and the education transformations of the 21st century (National Policy of Education, 2014). Similarly, teachers' efficiency and effectiveness largely depend on their all-round wellbeing (Gupta, & Parkash, 2015). This study seeks to find out the relative connections between teacher professional development, teacher wellbeing and teacher effectiveness?

REVIEW OF THE LITERATURE

The literature review discusses the concept of each variable of interest in this study, namely, teacher effectiveness, teacher professional development and teacher wellbeing. There might be several interpretations given by different authors, but basically these concepts are quite established in the educational literature, especially with regard to teaching and teacher development area. The only concept that comparatively may not have established itself so much is the teacher wellbeing concept. While it is somewhat similar to the

concept of teacher job satisfaction, wellbeing is a more holistic way of looking at the psychological status of a teacher, because it encompasses not only satisfaction with the job, but also satisfaction with the overall environment and relationship among members of the school. Further discussion on the concepts and the inter-relationships between the variables, with suitable citations are offered in the following subsections of this literature review.

Teacher Effectiveness

Teacher effectiveness is a multi-facet construct, which was predominantly only focusing on student academic achievement. However, the shift in teacher effectiveness measures have witnessed how it has extended to other forms of assessments, such as the Measures of Effective Teaching which takes into account teacher class observation ratings and student-ratings, on top of student academic achievement (Kane, McCaffrey, Miller, & Staiger, 2013). Other than that, a study on the teacher effectiveness conducted by Badau and Ph (2012) among 320 teachers from 37 schools also includes elements of curriculum standards, lesson delivery, and student involvement in secondary schools. More importantly, in this study, it was found that teacher effectiveness is very much to do with the classroom management in the schools. Besides, Garrett & Steinberg (2014) investigated the teacher effectiveness using scores from the framework for a teaching tool, one of the most generally used for classroom observation protocols. Teacher effectiveness is also inter-changeably used in research with other concepts, such as teacher performance and teacher excellence.

Many previous studies lend evidence of strong support for the relevance of how individual factors such as teacher personality and motivation as contributors of teacher effectiveness (e.g., Baier, Decker, Voss, Kleickmann, Klusmann, & Kunter, 2018; MacIntyre, Ross, Talbot, Mercer, Gregersen, & Banga, 2019). Besides that, other factors which were also found to have significant influence towards teacher effectiveness or performance in executing their job include teacher's pedagogical skills wellbeing and teachers' continuous learning and professional development (Tengku Ariffin, Awang Hashim & Yusof, 2014; Tengku Ariffin, Bush & Nordin, 2018)

Teacher Professional Development

Previously, the concept of teacher professional development focused more on how the knowledge gained by teachers themselves, without much consideration on the impact it gives to students. Showers (1980), for example, investigated on teacher professional development best practices and identified the following four components as the most relevant of all: (i) theory or content, (ii) demonstration, (iii) preparation, and, (iv) feedback. These components of teacher professional development reflect the content knowledge and pedagogical skills of teachers, but lacks information on its actual knowledge transfer or its impact on students or the teachers themselves. Teacher professional development concept has then evolved and changed to include actual implementation of knowledge and skills in teacher practices and eventually, improvements in the students learning (Darling-Hammond, Hyler & Gardner, 2017). Teacher professional development questions why teacher quality is accepted as a critical factor in educational understanding. There is little attention paid to improving the quality of teachers professional knowledge (Outline, 2014) in professional development initiatives both for the pre- and in-service career stages (Outline, 2014). Richter, Kunter, Klusmann, Lüdtke and Baumert (2011) describe the professional development of teachers as the uptake of formal and informal learning prospects that deepen and extend teachers' professional competence, including knowledge, motivation, and self-regulatory skills. In addition, some scholars highlighted that the learning, facilitation, and collaboration are important factors in determining the success of professional development (Avalos, 2011).

A study by Mensah and Jonathan (2016) investigated the relationship between teacher professional development, and its influence on their school practices at Kassena-Nankana, Ghana. It is generally accepted that promoting teacher excellence is a critical element of enhancing secondary education. The findings revealed that teacher effectiveness was significantly relegated to effective teaching in primary schools. Similarly, schoolteachers reported that professional development programmes were relevant to their classroom administration practices. Consequently, this study concluded that such teacher development or capacity building programmes should be promoted frequently to build schoolteachers' capacity for effective teaching. (Avalos, 2011).

Teacher Wellbeing

The concept of wellbeing among workers has been the topic addressed by organizational researchers. However, the concept is relatively new in the educational setting. Gupta and Parkash (2015) assess the wellbeing of the teacher educators and found that there are no significant differences in the level of wellbeing of teachers with different personality traits; and there is also no significant relationship between wellbeing and teacher effectiveness. However, in a different research, it was found that wellbeing affected teacher's health (Docentes et al., 2017). The researchers acknowledged teacher wellness factor as an important, significant factor which contributes to the students' wellness as well. Indeed, a research by Turner and Thielking (2019) indicated that teacher wellbeing was a significant predictor of teaching practices. Teachers expressed how they feel makes a difference in their ability to respond effectively to the challenges they face. In addition, Roffey (2012) examined the relationships between teacher wellbeing and their capability to manage well with the different stresses that are the characteristics of the profession.

In terms of the antecedents of wellbeing, Spilled et al. (2011) who investigated the relationships between teacher and student wellbeing, found that teachers empathy for students derived from the teachers' experiences at different levels in the organization, be it with their colleagues, school administrators or the students. The idea of having the right kind of positive personal relationship among members in an organization is actually situated within the Social Ecological theory, which emphasizes not only the interpersonal dimension, but also the environmental aspect which can influence a person's wellbeing. Gozzoli, Frascaroli and D'Angelo (2015), for example, explored teachers' professional histories and their perception of their workgroup and work context. A phenomenological approach was adopted whereby 50 teachers were involved in semi-structured interviews on professional life-space. The results of the study found that teachers thought that the dynamic social environment has changed rapidly, generating new opportunities and challenges for individuals, groups, and organizations. The opportunities and challenges can be interpreted as means of getting more knowledge and skills, to professionally grow in their career.

METHODOLOGY

Research design

The study uses quantitative research method via survey research design. A total of 456 questionnaires were distributed to the respondents, who had previously indicated their willingness to take part in the survey research. Out of this number, 380 (83.3%) were successfully retrieved after data screening, for the final data analyses. The sample consists of secondary school teachers in Bauchi state who were selected through a multistage cluster sampling procedure (Ary, Jacobs & Razaveih, 2002).

Instrumentation

The data were obtained through a survey questionnaire administered to the secondary school teachers in Bauchi state. The instruments used in this study were established ones. The instruments were subjected to reliability and validity assessment using SPSS 24 for getting the Cronbach's alpha values (Sekaran & Bougie, 2010). The reliability of the results shows the Cronbach's alpha values for the respective variables that examine are all above 0.60. In observing the validity of the instruments, the correlations among the variables were contrasted with the square root of the average variances extracted. Data collected among the teachers implies that the square root of the average variances extracted were all greater than the correlations among latent constructs, suggesting adequate discriminant validity (Fornell & Larcker, 1981). Table 1 gives the summary of the result.

Table 1: Instrumentation

Variables	Original author	Number of Items	Cronbach's Alpha
Teacher Professional Development	Version and States (2014)	5	0.66
Teacher Well-being	Page (2005)	16	0.86
Teacher Effectiveness	Patrick and Smart (1998).	24	0.82
		Total=45	

FINDINGS AND DISCUSSIONS

The descriptive statistics in the form of means and standard deviations for the latent variables were computed. All the variables

used in the present study were measured using a five-point scale. Results indicated that the highest mean was for teacher effectiveness and the lowest for teacher professional development (see Table 2). Teachers in this study rated themselves as highly effective, moderately involved in teacher professional development activities, and were in the rather satisfied with the school environment and the kind of support they get from their colleagues and superior.

Table 2: Descriptive Statistics for the Variables

Variables	Sample	Mean	Standard Deviation
Teacher Professional Development	380	3.35	0.87
Teacher Well-being	380	3.72	0.60
Teacher Effectiveness	380	4.11	0.33

The correlation matrix of the independent variables shows significant moderate to high correlations among the variables, ranging from $r=0.3$ to $r=0.58$ (Table 3). Teacher who rated as having a lot of opportunities and were more involved in professional development activities, tends to be more satisfied with the environment in the school and their relationships with other members of the school community, and are more confident about their ability to teach effectively in the classroom. This is very much relevant with Bandura's Social Cognitive theory which highlighted the fact that with more knowledge and skills acquired through training and development activities, a person becomes more confident about doing their job (Bandura 1993; 2005). Teachers who are knowledgeable and skillful become more easily adaptable and flexible in their work because they feel that they have a sense of locus control and their self-efficacy beliefs heightens. As such, they tend to feel more at ease, more satisfied with their work and less possibility of burnout (Wang, Hall, & Rahimi, 2015).

Table 3: Correlations among the variables

Variables	TPD	TWB	TE
Teachers' Professional Development	1		
Teachers' Wellbeing	0.58**	1	
Teacher Effectiveness	0.30**	0.52**	1

Note: ** *Correlation is significant at 0.01*

RECOMMENDATIONS AND CONCLUSION

The study discusses the importance of teacher professional development as defined professional learning that is closely related to teacher wellbeing and teacher effectiveness. Teacher wellbeing provides elements of satisfaction among teachers and thus would also be connected to how teachers feel about having the control over what they do and the supporting elements in the school environment. With the awareness of the knowledge and skills that they mastered through professional development activities, coupled with support that they get, teacher are bound to be more effectiveness in carrying out their teaching job. Future study can further explore the complex connectivity between teacher professional development, teacher wellbeing and teacher effectiveness, perhaps by introducing other psychological or social factors as moderating and mediating variables. Besides, qualitative research can be used to investigate more deeply into psychological factors such as teacher wellbeing, in order to explore the various possible factors which can influence teacher psychological state.

REFERENCES

1. Acton, R., & Glasgow, P. (2015). Teacher wellbeing in neoliberal contexts: A review of the literature. *Australian Journal of teacher education*, 40(8), 6
2. Avalos, B. (2011). Teacher professional development in teaching and teacher education for over ten years. *Teaching and teacher education*, 27(1), 10-20.
3. Badau, K. M., & Ph, D. (2012). Assessing Increased Teachers Effectiveness in Secondary School, 10(1), 1–9.
4. Badeau, D. (2017). The educational impact of implementing the education through adventure discipline in physical education and sports academic curriculum. *Physical education of students*, (3), 108-115.
5. Badeau, D. (2017). The educational impact of implementing the education through adventure discipline in physical education and sports academic curriculum. *Physical education of students*, (3), 108-115.

6. Baier, F., Decker, A.-T., Voss, T., Kleickmann, T., Klusmann, U., & Kunter, M. (2018). What makes a good teacher? The relative importance of mathematics teachers' cognitive ability, personality, knowledge, beliefs, and motivation for instructional quality. *British Journal of Educational Psychology*. doi:10.1111/bjep.12256
7. Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
8. Bandura, A. (2005). The evolution of social cognitive theory. In K. G. Smith & M. A. Hitt (Eds.), *Great Minds in Management* (pp. 9–35) Oxford: Oxford University Press.
9. Bardach, L., & Klassen, R. M. (2020). Smart teachers, successful students? A systematic review of the literature on teachers' cognitive abilities and teacher effectiveness. *Educational Research Review*, 100312. doi:10.1016/j.edurev.2020.100312
10. Beaucher, H. (2012). Well-being at school. *International Conference on Educational Monitoring and Evaluation 2012*.
11. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*, (June), 1–3. Retrieved from <https://learningpolicyinstitute.org/product/teacher-prof-dev>
12. Desantis, J. D. (2013). Exploring the Effects of Professional Development for the Interactive Whiteboard on Teachers' Technology Self-Efficacy. *Journal of Information Technology Education: Research*, 12, 343–362.
13. Docentes, B. E. S. D. E., Instituição, E. M., & Ensino, P. D. E. (2017). Wellness and Health of Teachers In a Public Educational Institution ; Bem- Estar e saúde de docentes ..., (January). <https://doi.org/10.5205/reuol.10263-91568-1-rv.1103sup201721>
14. Gozzoli, C., Frascaroli, D., & D'Angelo, C. (2015). Teachers' Wellbeing/Malaise: Which Resources and Efforts at Individual, Group, and Organizational Levels? *Procedia - Social and Behavioral Sciences*, 191, 2241–2245. <https://doi.org/10.1016/j.sbspro.2015.04.491>

15. Gupta, R., & Parkash, O. (2015). A Study of Well-Being among Teacher Educators in Relation to Mental Health. *Shikshan Anveshika*, 5(2), 55-60.
16. Hair Jr., J. F., Black, J. W., Babin, B. J., & Anderson, E. R. (2010). *Multivariate data analysis* (Seventh Ed.). Edinburgh: Pearson Education Limited.
17. Kidger, J., Brockman, R., Tilling, K., Campbell, R., Ford, T., Araya, R., ... Gunnell, D. (2016). Teachers' wellbeing and depressive symptoms, and associated risk factors: A large cross-sectional study in English secondary schools. *Journal of Affective Disorders*, 192, 76–82. <https://doi.org/10.1016/j.jad.2015.11.054>
18. Lau, P. S., Lee, Q. A., & Ng, H. T. Y. (2011). Teacher Wellness: An Important Issue in Fostering School Connectedness and Life Skills Development among Students. *Asian Journal of Counselling Leadership*, (3), 77-87.
19. Lumpe A., Vaughn A., Henrikson R., Bishop D. (2014) Teacher Professional Development and Self-Efficacy Beliefs. In: Evans R., Luft J., Czerniak C., Pea C. (eds) *The Role of Science Teachers' Beliefs in International Classrooms*. SensePublishers, Rotterdam
20. MacIntyre, P. D., Ross, J. Talbot, K., Mercer, S, Gregersen, T, Banga, C. A. (2019). Stressors, personality and wellbeing among language teachers, *System*, 82, 26-38.
21. Mensah, D. K. D., & Jonathan, A. W. (2016). Teacher professional development: Keys to basic school teachers' curriculum practice success in Ghana. *British Journal of Education*, 4(4), 29–37.
22. Miller, G., & Foster, L. T. (2010). A critical synthesis of wellness literature. *Health Promotion*, (February), 1–32. Retrieved from <https://dspace.library.uvic.ca:8443/handle/1828/2894>
23. Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
24. Outline, C. (2014). 1. Introduction: 221–254. <https://doi.org/10.1016/B978-0-444-53808-6.00006-8>
25. Pallant, J. (2010). *SPSS survival manual: A step by step guide to data analysis using SPSS* (4th ed.). Australia: Allen & Unwin Book Publishers.

26. Pandula, G. (2011). An empirical investigation of small and medium enterprises' access to bank finance: The case of an emerging economy. In *ASBBS Annual Conference* (Vol. 18, p. 18). Las Vegas.
27. Roffey, S. (2012). Pupil wellbeing—Teacher wellbeing: Two sides of the same coin?. *Educational and Child Psychology*, 29(4), 8.
28. Ross, S. W., Romer, N., & Horner, R. H. (2012). Teacher wellbeing and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions*, 14(2), 118-128.
29. Sekaran, U., & Bougie, R. (2010). *Research methods for business: A skill-building approach* (5th ed.). United Kingdom: John Wiley & Sons Ltd.
30. Selwyn, J., Riley, S. (2015). Measuring Well-Being: A Literature Review, 64. https://doi.org/http://dx.doi.org/10.1787/how_life-2015-en
31. Soine, K. M., & Lumpe, A. (2014). Measuring characteristics of teacher professional development. *Teacher Development*, 18(3), 303–333. <https://doi.org/10.1080/13664530.2014.911775>.
32. Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher Wellbeing: The Importance of Teacher-Student Relationships. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-011-9170-y>
33. Tengku Ariffin, T. F., Awang Hashim, R., & Yusof, N. (2014). Proximal and distal outcomes of organizational socialization among new teachers: a mediation analysis. *Teacher Development*, 18(2), 163–176. doi:10.1080/13664530.2014.891535
34. Turner, K. & Thielking, M. (2019). Teacher wellbeing: Its effects on teaching practice and student learning. *Issues in Educational Research*, 29(3), 938-960.
35. Wang, H., Hall, N. C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120-130.
36. Yıldırım, K. (2014). Main factors of teachers professional wellbeing. *Educational Research and Reviews*, 9(6), 153–163. <https://doi.org/10.5897/ERR2013.1691>.