

English Teachers' Professional Development and Self Confidence in Performing their Profession

Umi Rokhyati

English Education Department
Universitas Ahmad Dahlan
Yogyakarta, Indonesia
umi.rokhyati@pbi.uad.ac.id

Abstract: *Teaching is a profession that demands a high sense of professionalism. Someone who chooses teacher as a profession must have joined a teacher education program whether it is pre-service or in-service. However, to become a professional teacher one has to sustain his/her professionalism. In other words, a teacher is demanded to do a professional development during his/her career. The professional development will improve teacher's professional competence that is vital to perform his job as a teacher. There are many ways that a teacher can do to ensure professional development. It can be done through training, joining academic forum, conducting research, earning higher degree in education, etc. This paper aims at describing English teachers' professional development and their self-confidence in teaching. It covers the activities they do to develop their profession and how much they develop it. The problem regarding the development of their profession is also described. In addition to that, the self-confidence of the teachers in teaching English is also described. Then, the relationship between the amounts of professional development they do and their self-confidence in teaching English is dug out. To accomplish the aims above, a research in a form of survey will be conducted. The respondents are English teachers from several schools in Yogyakarta and its surroundings. The instrument used to collect data is questionnaires, closed and open. The data obtained are analyzed both quantitatively and qualitatively. The findings are used to give suggestion and recommendation for teachers and schools where they work.*

Keywords: *Professional development, self-confidence, teaching*

1. INTRODUCTION

Professional development is a must for a teacher. Without professional development teachers' knowledge will be out-of-date and teacher will not be able to give their students useful and meaningful material needed. The professional development should be made throughout teachers' career. Although teachers can be divided into two categories: those who have twenty years experience and those with one year's experience repeated twenty times (Ur, 1996, p. 317), a good teacher must not belong to the second category but must always develop him/herself.

Teachers who are equipped with professional expertise and up-to-date knowledge will make the teaching and learning in the class more useful and meaningful. The students will feel that the class is important for they find the material they learn useful for them. Such teachers will make the students respect them. On the other hand, teachers with limited expertise and knowledge cannot give much to their students. Their students will feel they get things that are not useful and meaningful for their lives. Accordingly students will not be interested in joining the class, feel bored, pay no attention, or reluctantly involve in the teaching and learning activity. This condition may cause teachers unhappy, frustrated, and not quite confident when attending a class to teach.

Teachers' self-confidence in performing their duty is very important. It will make the class worth attending. Self-confidence helps teachers to feel secure when teaching the students. Teachers will teach assuredly in front of the classroom, without any doubt. They are able to make sure that they know well what they teach. They will show that what they explain is important and deserves students' attention. It will make the students convinced. Confident teachers will convince the students in learning. The students will think what they learn is important and must be learnt seriously.

Is there any influence of professional development teachers make on their self-confidence in teaching performance? This curiosity has led to conducting a mini survey related to professional development and self-confidence. This survey took pre-service 22 English teachers from different school levels, primary and secondary schools. The survey is to answer the questions below.

1. How is the teachers' professional development like?
2. What is the teachers' self-confidence level?
3. Is there any relationship between teachers' professional development and their self-confidence?
4. What type of professional development is mostly done by teachers?
5. What is teachers' opinion on professional development they make?

2. METHODS

2.1. Participant

The participants in this survey are English teachers. They are 22 English teachers teaching in different level of schools- elementary, junior high, senior high schools, and college. They come from different regions around Yogyakarta. Some teachers have under graduate education and some are taking graduate education.

2.2. Research Instrument

The instrument used to get data was questionnaires. It was a combination between closed and open questions. Questionnaires may include closed and open questions depending on the data required (Campbell, McNamara, & Gilroy, 2004). There were 12 items of questionnaires to get the data for professional development, 10 items to get the data for self-confidence, and 2 open questions. The questionnaires were analyzed quantitatively by counting the percentage. The open questions data were narrations, so they were analyzed qualitatively.

2.3. Data Collection

The questionnaires were distributed to the 22 English teachers. They had to choose one answer out of 4 options provided. This became data for professional development. For collecting data of self-confidence, questionnaires with four options were distributed and the respondent should choose one of them. In addition, the data were also collected from the answer of open questions.

3. RESULT AND DISCUSSION

3.1. Teachers' Professional Development

The teachers' professional development encompasses 12 items. Therefore there are 12 items in the questionnaires. Respondents are given 4 options. The score ranges from 0 to 4. The possible highest score is 36 and the lowest is 0. The findings show the highest score is 30 and the lowest is 11. The mean score is 19.63. The following table shows the mean and standard deviation of teachers' professional development.

Table1. Mean and Standard Deviation of Professional Development

N	Min	Max	Mean	SD
22	11	30	19.63	4.39

Table2. Categorization for professional Development

Sigma Scale	Number scale	Category
Mi + 1,5 SDi	21.6 + 8.1 = 29.7	Very good
Mi + 0.5 SDi	21.6 + 2.7 = 24.3	Good
Mi - 0.5 SDi	21.6 - 2.7 = 18.9	Fair
Mi - 1.5 SDi	21.6 - 8.1 = 13.5	Poor
<Mi - 1.5 SDi	< 13.5	Very poor

To know the level of how teachers develop their professional, the categorization is made. The following table shows the categorization.

$$\text{Poss max} = 36 \text{ min} = 0$$

$$Mi = 60\% \times 36 = 21.6$$

$$SDi = \frac{1}{4} \times 21.6 = 5.4$$

Table3. *Frequency Distribution of Professional Development Score*

Score	Frequency	Percentage	Category
>29.7	1	4.54%	Very good
24.3-29.7	1	4.54%	Good
19-24.2	13	59.1%	Fair
13.6 – 18.9	4	18.1%	Poor
< 13.5	3	13.63%	Very poor
Total	22	100%	

Based on the table above, it can be seen that the professional development of 4.54 % of the teacher is very good, 4.54% is categorized in good, and 59.1% is fair. 18.1% teachers have poor professional development and 13.63% have very poor professional development. As the highest percentage (59.1%) is in fair category, it can be concluded that the teachers' professional development on the average is fair.

3.2. Teachers' Self-confidence

The questionnaires for self-confidence consist of 10 items. The highest score for each item is 4, and the lowest score is 1. The highest possible score is 40 and the lowest is 10. The data show that the maximum score is 38 and the minimum score is 29. It is also found that the mean score is 32.77 with standard deviation 2.82.

Table4. *Mean and Standard Deviation of Self-confidence*

N	Min	Max	Mean	SD
22	29	38	32.77	2.82

Based on the calculation of ideal mean and ideal standard deviation, a categorization is made. It is seen in table 5 below.

Table5. *Categorization of Self-confidence*

Sigma Scale	Number scale	Category
$Mi + 1,5 SDi$	$24 + 9 = 33$	Very good
$Mi + 0.5 SDi$	$24 + 3 = 27$	Good
$Mi - 0.5 SDi$	$24 - 3 = 21$	Fair
$Mi - 1.5 SDi$	$24 - 9 = 15$	Poor
$<Mi - 1.5 SDi$	< 15	Very poor

Table6. *Frequency Distribution of Self-Confidence Score*

Score	Frequency	Percentage	Category
>33	10	45.45 %	Very good
27-32.9	12	54.55%	Good
21-26.9	0	0 %	Fair
15-20.9	0	0 %	Poor
<15	0	0 %	Very poor
Total	22	100%	

From the above table it can be identified there is no teacher with very poor, poor, or fair self-confidence. A number of 54.55% teachers have good self-confidence. The rest, 45.45% teachers, have very good self-confidence. From this data, a conclusion can be made that teachers' self-confidence is in good category.

3.3. Professional Development Practiced

There are 12 types of professional development in the questionnaires. Which type teachers do is in the following table.

From table 7 it can be identified that the most frequently practiced professional development is sharing with colleagues and reading. It is followed by asking feedback from students, joining conference, workshop, and meeting with teachers with the same subjects. Writing learning materials and doing a comparative study are the next frequently done professional development. The least done professional development is conducting research and writing paper to be presented. It is obvious that the most difficult professional developments are the least done by the teachers.

Table7. Professional development practiced by teachers

No	Types of Professional Development	Score
1.	Sharing with colleagues	50
2.	Benefits of sharing problems	50
3.	Joining a professional group	42
4.	Being observed	30
5.	Feedback from students	45
6.	Reading	50
7.	Joining conference	43
8.	Workshop	41
9.	Writing paper	17
10.	Conducting research	24
11.	Writing materials	31
12.	Doing comparative study	31

3.4. Relationship between Professional Development and Self-Confidence

To know whether there is a relationship between teachers’ professional development and their self-confidence, correlation analysis must be conducted. The requirements for conducting correlation analysis are to conduct the normality and linearity tests first. From the statistic analysis it is found that the data distribution is normal. The next step is to test the linearity. Based on the statistical computation it is found that there is no linearity. It means that there is no correlation between the two variables. When the correlation analysis is conducted, it is found that there is no correlation between the professional development and the self-confidence. This fact tells that the hypothesis is rejected. The correlation can be seen in the following.

Correlations^a

		VAR00001	VAR00002
VAR00001	Pearson Correlation	1	.060
	Sig. (2-tailed)		.790
VAR00002	Pearson Correlation	.060	1
	Sig. (2-tailed)	.790	

3.5. Teachers’ Opinion on Professional Development

Based on the open questions, the teachers’ opinion on professional development is collected. Out of 22 teachers, 21 teachers declare they like developing their profession. The rest, 1 teacher, states she likes developing her professional very much. In addition, teachers state they got support from their schools to make professional development. Only 2 teachers’ state that they do not/have not got support from their schools.

In viewing professional development from their teaching performance, teachers say that professional development increases their view and knowledge. They become aware of their strengths and weaknesses, can make teaching and learning meaningful and more interesting, and they feel confident in teaching their students.

4. CONCLUSION

To conclude this work, some important findings are listed below.

1. The English teachers do a fair amount of professional development.
2. The English teachers have good self-confidence in teaching English.
3. The professional development most frequently practiced by teachers are sharing with colleague and reading.
4. Writing paper to be presented and conducting research are professional developments that are least frequently practiced by teachers.
5. All teachers enjoy doing professional development and state that it makes them perform better in teaching.

6. Almost all teachers have no problems in developing their profession. They get support from their institutions. Only 2 teachers state they do not have financial support from their school to join workshop, conference or seminar.
7. There is no correlation found between teachers' professional development and their self-confidence in teaching.

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AUTHOR'S BIOGRAPHY



Umi Rokhyati is teaching English at English Education Department of Universitas Ahmad Dahlan, Yogyakarta, Indonesia. She is teaching Academic Writing, TEFL (Teaching English as a Foreign Language), and Curriculum and Material Development. She has been attending national and international conferences to present papers.