

# The Influence of Collaborative Professional Development to the Self-Efficacy of Teachers

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**Abstract:-** This study determined the relationship between collaborative professional development and teacher self-efficacy. Utilizing quantitative methodology, specifically descriptive correlation, the study measured the degree to which collaborative professional development affect teacher self-efficacy. A survey questionnaire was distributed to teachers who selected using census as a sampling technique. In analyzing the data, mean, Pearson-r and regression analysis were used. Based on the analysis of the data, the research reveals significant correlations, suggesting a mutually beneficial relationship between these two critical elements in education. The study confirms that teachers who actively engage in collaborative professional development practices exhibit markedly higher levels of self-efficacy. This has vital implications for the educational sector, signaling that fostering a collaborative environment can serve as a viable strategy to empower teachers, thereby positively impacting student outcomes. The findings of this study underscore the urgent need for establishing an educational ecosystem that champions collaborative efforts among teachers as a means of enhancing their professional abilities and, by extension, improving the quality of education. Therefore, it serves as a vital resource for policymakers, educators, and researchers in their quest to create a more supportive and effective educational environment for all involved parties.

**Keywords:-** Collaborative Professional Development, Teacher Self-Efficacy, Peer Mentoring, Lesson Planning, Professional Learning Communities, Quantitative Methods.

## I. INTRODUCTION

The ability of elementary teachers to effectively impart knowledge and skills is critical for developing students' literacy and preparing them for the challenges of the 21st century. This responsibility goes beyond teaching the basics of reading and writing. Elementary teachers must also foster critical thinking, creativity, and adaptability—skills that are increasingly important in our rapidly changing world. They are instrumental in shaping young minds, laying the groundwork for lifelong learning, and equipping students with the cognitive tools necessary to navigate complex information landscapes.

By examining the effects of collaborative professional development on elementary teachers' self-efficacy in teaching, this study can provide insights into effective strategies for improving instruction in elementary classrooms and promoting students' interest and engagement. Overall, these studies suggest that there is a need for effective professional development programs that can address the challenges of teaching in elementary schools in the Philippines and promote the use of inquiry-based teaching methods. Collaborative professional development, such as teacher communities of practice, can be an effective approach to enhancing teachers' self-efficacy in teaching and improving instruction in elementary classrooms in the Philippines.

This study, titled “The Influence of Collaborative Professional Development to the Self-Efficacy of Teachers” focused on investigating the effects of collaborative professional development on elementary teachers' self-efficacy in teaching. By examining the impact of collaborative professional development on teachers' self-efficacy beliefs, this study aims to provide insights into effective strategies for improving instruction in elementary classrooms.

The study on collaborative professional development and teacher self-efficacy has the potential to provide several benefits to education officials, school heads, teachers, students, and researchers. For education officials and school heads, the study can provide insights into effective strategies for promoting teacher learning and development. For teachers, the study can provide insights into effective approaches to professional development and can contribute to the development of more effective professional development programs. For students, the study has the potential to contribute to improved learning outcomes by enhancing teacher self-efficacy. For researchers, the study can contribute to the knowledge base related to teacher professional development and self-efficacy.

In conclusion, this study strived to provide insights into practical strategies for enhancing instruction in elementary classrooms by examining the impact of collaborative professional development on teachers' beliefs about their own efficacy as teachers. This was accomplished by looking at how collaborative professional development affected teachers' self-efficacy beliefs.

## II. METHOD

This study employed descriptive correlational research utilizing a survey questionnaire. Descriptive correlational research is a type of research design that aims to describe the relationship between two or more variables without manipulating or controlling them. This type of research involves collecting data on two or more variables and analyzing the relationship between them using statistical methods. One advantage of descriptive correlational research is that it can provide valuable information about the relationship between variables that can be used to inform future research or interventions.

This study had all the elementary teachers at Cadaatan Elementary School as respondents. The researcher utilized census as sampling technique. Census is a research sampling technique that involves collecting data from every member of the population, rather than a sample of the population. A census is often used when the population is small, when the cost of sampling is high, or when the data needs to be precise. A census can provide a complete picture of the population being studied but can be time-consuming and resource-intensive compared to sampling techniques that involve selecting a representative subset of the population for data collection.

In collecting data for the study, the researcher utilized an adapted questionnaire to measure collaborative professional development. The questionnaire is adapted from Bianco and Stone (2017). The respondents answered the survey questionnaire using a 5-point Likert Scale ranging from Strongly Agree to Strongly Disagree.

To achieve these objectives, the researcher employed a quantitative approach, utilizing well-designed surveys distributed to a sample of teachers from an educational institution. The data is then statistically analyzed using measures of mean, Pearson-r, and regression analyses. The study ensured ethical considerations by obtaining informed consent from respondents and maintaining confidentiality throughout the research process. All data are kept confidential to protect the identity of respondents, and the study adheres to institutional guidelines for human subjects' research.

In conclusion, this study effectively employed a descriptive correlational research design using a survey questionnaire to explore the collaborative professional development practices among elementary teachers at Cadaatan Elementary School. By utilizing a census sampling technique, the research ensured comprehensive participation from all teachers, providing a thorough and representative analysis of the entire teaching staff. The adapted questionnaire used for data collection offered valuable insights into the collaborative efforts and professional growth within the educational community, highlighting key areas for potential improvement and fostering a deeper understanding of the dynamics of teacher collaboration and development.

## III. RESULTS AND DISCUSSIONS

The researcher delved into the detailed methodology used to conduct this comprehensive study. The purpose of this was to provide an in-depth explanation of the various components involved in the research process. This included a thorough description of the research design, which outlines the framework and approach taken to investigate the subject matter.

The first theme presented the extent of collaborative professional development of teachers in terms of peer mentoring. The overall mean for all the statements is 4.22, with the description "Very Extensive," implying that teachers, in general, have a very extensive experience and favorable view towards peer mentoring for professional development. This meant that the collaborative professional development of teachers is always manifested.

The second theme illustrated the extent of collaborative professional development of teachers in terms of lesson planning with colleagues. The overall mean for all the statements is 4.14, described as "Extensive." This meant that collaborative professional development of teachers is often manifested. This suggests that teachers generally have a favorable view of collaborative lesson planning for professional development.

In the third theme, the outlined the extent to which teachers are involved in professional learning communities for their professional development. The overall mean score for all the statements is 4.17, described as "Extensive." This meant that the collaborative professional development of teachers is often manifested, indicating that teachers generally have a favorable opinion on the importance of professional learning communities.

The fourth theme provided a summary of the extent of collaborative professional development of teachers across different indicators. The overall mean across all indicators is 4.18, which is categorized as "Extensive." This meant that collaborative professional development of teachers is always manifested, indicating a general positive outlook on the value of collaborative professional development.

The extent of collaborative professional development of teachers was found to be extensive to very extensive across different indicators such as peer mentoring, lesson planning with colleagues, and participation in professional learning communities. The overall level was described as extensive. Teachers demonstrated a high level of self-efficacy across multiple indicators, including confidence in teaching, persistence in facing challenges, and engagement in professional learning communities. The overall self-efficacy was described as very extensive. There was a strong and statistically significant relationship between collaborative professional development and self-efficacy among teachers.

All three indicators of collaborative professional development - peer mentoring, lesson planning with colleagues, and participation in professional learning communities - had a statistically significant impact on teachers' self-efficacy levels. Each indicator made a unique, substantial contribution to self-efficacy. The result showed that Grade 5 learners exhibit a substantial level of cultural competence, particularly in their knowledge of diverse cultural backgrounds and cross-cultural communication skills. This suggested a solid foundation for efforts aimed at promoting educational equity by building on these competencies.

Teachers were engaging extensively in different forms of collaborative professional development. This included areas like peer mentoring and lesson planning with colleagues. The data suggested a robust culture of collaboration among educators. Teachers generally exhibit a high level of self-efficacy in multiple aspects of their work, such as teaching confidence and resilience in the face of challenges. This finding reflected positively on the profession, suggesting that teachers feel equipped to meet their responsibilities effectively. The overall self-efficacy across all domains is described as very extensive.

The recommendations of this study implied that education officials, Given the strong link between collaborative professional development and teacher self-efficacy, should allocate resources and create policies that promote such programs. School administrators should facilitate environments that foster collaboration among teachers. For teachers, the takeaway is clear: participating in collaborative activities like peer mentoring and lesson planning can positively impact your self-efficacy. While the data primarily focuses on teachers, students can also benefit indirectly from these findings. This study offered a fertile ground for further research. Researchers should delve deeper into how specific elements of collaborative professional development impact teacher self-efficacy.

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