

# THE IMPACT OF PROFESSIONAL DEVELOPMENT ON EFL TEACHER MOTIVATION, SELF-EFFICACY, AND JOB SATISFACTION: A MIXED-METHODS STUDY

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## GENERAL INFORMATION

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## KEYWORD

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## ABSTRACT

The study examined the influence of teacher professional development (PD) on EFL teacher motivation, self-efficacy, and work satisfaction. The study goal was to investigate whether PD programs impact teachers' effectiveness. A mixed-methods approach was employed, with the survey instrument being both quantitative and qualitative in method. The participants included 316 EFL teachers who have filled in the Google Form for comments, and eight of them have been involved in the interviews. Findings showed a positive correlation between the PD of EFL teachers and their motivation, self-efficacy, and job satisfaction. Those teachers who participated in PD activities reported higher motivation, greater self-efficacy, and an increased level of job satisfaction. This study also reveals the advantages to teachers' effectiveness with their own PD, mainly in arousal and self-efficacy levels and job satisfaction. The role of this study was to explore long-term effects and identify specific elements of PD that contribute to its effectiveness.

## 1. INTRODUCTION

The EFL education is further becoming a prominent area of learning internationally, and thus, EFL teachers gain more prominence in ensuring the effective language instruction. The increasing importance of highly skilled and motivated EFL teachers has caught the attention of educational bodies as well as policymakers due to the recognition of the need to provide professional development avenues to increase teachers' competencies and instructional efficacy.

This study aims at determining the effect of the professional development (PD) on teachers that teach foreign languages, we mean their motivation, self-efficacy, and satisfaction. The main purpose of the study is to explore the PD as well as its relationship with the essential factors, therefore, the study contributes towards existing knowledge base and guides institutions and policymakers about potential benefits of developmentally progressive professional development programs for EFL teachers.

The incentives and inspiration of EFL teachers are the essence or the bedrock of their

expanding knowledge and ability to do their jobs. Teachers with motivation to learn are more willing to participate in cycles of learning, look for better strategies and co-create an atmosphere necessary for teachers to teach better. Therefore, investigating into how PD affects the motivation of EFL teacher can provide essential insights into the techniques of widening teachers' involvement and zeal for professional work.

One more instrument influencing the quality of the teacher's work is the self-efficacy that is defined as the teachers' beliefs in their abilities to successfully accomplish the educational tasks at hand. The study data aims to explore whether teachers with a higher degree of self-efficacy are better responsive to instructional issues, classroom management issues, and differentiated needs of students or not. Looking at professional development in EFL teacher self-efficacy will be equally essential because these studies may reveal how these programs can result in more confident and competent teachers.

Job satisfaction plays a crucial role in maintaining teachers' wellness, the urge to learn throughout life and career pursuits. Full positive teachers are much more likely to be willing to work, active, and keep on doing their job as a teacher. Realizing the connection between continual PD and the happiness of EFL teachers can provide the basis for the formation and implementation of programs that promote contentment and, accordingly, lead to the improvement of teaching techniques and increase the learning outcomes.

The study aims to critically evaluate the impact of PD in the English as a Foreign Language teachers' job satisfaction, professionalism and job well-being. It is utilized through the synergized research techniques of mixed-method design. By combining quantitative surveys and qualitative interviews, the study is going to offer versatile insights into the complicated nation-building

process that unfolded in different contexts. We are going to review the results of this study in order to see whether PD programs could be designed for EFL teachers in different sectors of education and which would be the most effective ones or not. Through improvement the teacher motivation, self-efficacy, and job satisfaction, these programs can lead to total make-over of EFL education and progress of the students.

## 2. LITERATURE REVIEW

### 2.1. Key concepts

An important part of any teacher's PD is receiving professional support to improve the skills and teaching competencies used. This study demonstrates how in-service courses influence teacher motivation, self-efficacy, and work conditioning.

Motivation is one of the most important parts in developing a teacher's effectiveness and continued PD. It is a research of Barghani (2021) that the PD classes has a positive impact on motivation of EFL teachers. Additionally, Truong and Murray (2019) reported that PD, aiming at a specific context would increase the teacher motivation in the EFL environment (Burić & Kim, 2020; Erdem & Demirel, 2007). A study by Lee (2017) showed that EFL teachers who participated in the professional development workshop had high self-efficacy in implementation of innovative teaching strategies. Arslan (2019) and Ávalos (2011) have also argued that pedagogical skill oriented professional development training improves effective teaching in EFL classroom.

Job satisfaction, as a major factor of teachers' wellbeing and willingness to stay committed to their profession, is a vital issue. A study conducted by Rezaee et al. (2018), provided evidence to suggest that PD directly has a positive impact on EFL teacher job satisfaction. The investigation established that teachers who obtained PD on a regular basis felt

a stronger sense of work satisfaction than those who did not take advantage of such courses.

These works give the descriptions of how the educators' motivation, self-efficacy and job satisfaction are affected positively through PD. On the other hand, PD should be mentioned that the degree of applicability of the programs can be different, due to features like program design, duration, and content. Hence, it is essential that such PD courses be based on direct relevance, and carefully crafted towards the needs of individual EFL teachers.

## **2.2. Theories and Models related to PD on EFL Teachers' Job Satisfaction**

Teacher job satisfaction is a complex construct that depends on many factors, one of which is the professional development of EFL teachers. There are several theories and models which shed light on the impact of PD on job satisfaction showing that learning and skill development are critical for creating a positive working environment.

### **2.2.1. Herzberg's Two-Factor Theory**

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, delineates job satisfaction into two categories: motivators and hygiene factors (Herzberg, 1966). Intrinsic motivation, including achievement, recognition, and professional development, are the most effective drivers of job satisfaction. These organizational variables; salary, working conditions, and job security are hygiene factors that do not cause job satisfaction but eliminate it. PD can be viewed as a motivator in the sense that it avails prospects for achievement and professional advancement, which in turn, contributes to EFL teachers' job satisfaction.

### **2.2.2. Job Characteristics Model**

The Job Characteristics Model (JCM), developed by Hackman and Oldham (1976), posits that job satisfaction is influenced by five core job dimensions such as skill variety, task identity, task significance, autonomy, and

feedback. PD programs can promote these dimensions for EFL teachers and help them develop a variety of skills (skill variety), understand the significance of their work (task significance), gain more autonomy in the teaching process, and receive feedbacks. These enhancements can improve the job satisfaction by making the work of the employees more meaningful and enjoyable.

### **2.2.3. Social Exchange Theory (SET)**

According to Blau (1964), Social Exchange Theory postulates that job satisfaction is a function of exchange between the employees and their workplace. If teachers feel that their organisation is willing to invest in their professional development then they are likely to feel valued and in turn are likely to display higher levels of commitment and job satisfaction (Herzberg, 1966). PD programs communicate the message of the organisation's commitment and investment in their teachers which in turn creates job satisfaction amongst the teachers.

### **2.2.4. Organizational Support Theory (OST)**

According to OST, proposed by Eisenberger et al. (1986), organizational support refers to an employee's overall perceptions of the extent to which the organisation appreciates his/her efforts and is concerned with his/her welfare. PD is an essential aspect of OST since it shows the organization's support for teachers and their development. When EFL teachers can identify high levels of organizational supports through the PD opportunities, they are likely to report high levels of job satisfactions (Eisenberger et al., 1986).

### **2.2.5. Self-Determination Theory (SDT)**

Although, SDT has previously been examined in regards to motivation, it can also be linked to job satisfaction. Intrinsic motivation theory posits that when basic psychological needs of autonomy, competence, and relatedness are met, job satisfaction is

attained (Ryan & Deci, 2020). By catering these psychological needs, PD programs that enable teachers, improve their practice, and build a supportive sense of community can greatly increase job satisfaction in the classroom.

These theories cumulatively support the role of PD in improving job satisfaction of EFL teachers. Discussing different aspects of job satisfaction, including intrinsic motivation and perceived organizational support, job characteristics, and social exchange, PD programs can help to develop a positive work environment for EFL teachers. It is important to learn and implement these theories so as to develop better strategies in creating PD initiatives that will effectively enhance teaching skills and subsequently increase the teachers' job satisfaction.

### 2.3. Theoretical Framework

This study is based on two theoretical models to investigate the way in which professional training reforms the teachers' motivation, self-confidence and career satisfaction.

*2.3.1. Self-Determination Theory (SDT):* SDT, written by Ryan and Deci (2024), indicates that the drive of individuals is intrinsically motivated. SDT postulates that individuals are sure of being through and active when the psychological needs of autonomy, competence and relatedness are satisfied. As professional growth is concerned, this theory postulates that initiatives and programmes which promote teacher's innovative skills, develop and support autonomy and create a connection and collaboration culture can have a positive impact on job satisfaction, self-efficacy and enthusiasm (Jeon, 2022).

*2.3.2 Social Cognitive Theory (SCT):* SCT, which Bandura (1986) had proposed, had to do with self-efficacy having an ascertained role in human behavior. As per SCT, these beliefs in one's own capabilities have a huge impact on the motivation of an individual to

perform and continue the task. According to this principle, programs seek to improve EFL teachers' self-efficacy by presenting skill-building activities, modeling of effective instructional methods, and providing chances for evaluation and the right response (Lazarides & Warner, 2020; Martin & Guerrero, 2020).

#### *2.3.3. The theoretical framework for integration of SDT and SCT in PD*

The integration of SDT and SCT in the PD framework ensures *a comprehensive approach* to teacher development. While SDT focuses on creating PD programs that fulfill fundamental psychological needs, SCT emphasizes building self-efficacy through specific learning experiences. Together, these theories guide the creation of PD programs that are not only motivating and satisfying but also empower teachers with the confidence to apply their new skills effectively, ultimately leading to improved educational outcomes.

According to the integration of the principles of SDT and SCT, our study is directed towards the full exposition of the complex factors that shape the interrelation between PD and EFL teacher motivation, self-efficacy, and job satisfaction. The theories underpinning the study will be the basis for analyzing and interpreting the data with the purpose of arriving at an appropriate PD training for the English as a Foreign Language teachers.

## 3. METHODOLOGY

This mixed-methods study was designed to comprehensively assess the impact of PD on EFL teachers in terms of motivation, self-efficacy, and job satisfaction. This study integrated both quantitative and qualitative research techniques to provide a robust analysis of the effects of PD.

### 3.1. Participants

This study sampled 316 EFL teachers which worked across different levels of education such as institutions of higher

education, public schools, and private language schools. Participants were purposively sampled to ensure they fit in the demographics of regular EFL teachers undertaking PD activities. To achieve this, the inclusion criteria specified that participants must:

1. Currently be employed as EFL teachers in Vietnam.
2. Have participated in at least one PD program or activity within the past two years.
3. Represent a range of teaching experience levels, from novice to experienced teachers.
4. Work in a variety of educational contexts, including primary, secondary, and tertiary institutions, as well as private language schools.

The sample had the following demographic characteristics:

1. Gender: 62% female, 38% male.
2. Age: Range from 25 to 55 years old, with a mean age of 37.2 years.
3. Teaching experience: 1 to 25 years, with a mean of 10.4 years.
4. Education level: 45% hold a bachelor's degree, 55% hold a master's degree or higher.

### 3.2. Data Collection

**3.2.1. Quantitative Phase:** A structured questionnaire was distributed to the 316 EFL teachers on the Google Form (*see* Appendix), which included items on motivation, self-efficacy, and job satisfaction based on Likert scales. The survey also collected demographic data to examine any differential impacts of PD across diverse teacher profiles.

**3.2.2. Qualitative Phase:** A separate intensive-depth interview was conducted with the 8 teachers selected from the quantitative survey phase. The interviews were intended to provide a more nuanced view of the personal and stylistic results by investigating issues not addressed with survey data.

### 3.3 Data Analysis

**3.3.1 Quantitative Analysis:** The descriptive techniques were computed to present an overarching profile of the sets of data. Stability analysis (internal reliability) revealed the consistency of the survey questionnaire. Simultaneously, a correlation and regression analysis were carried out to examine the dependencies between PD and the major variables. ANOVA test was used to investigate the demographic-wise differences across different categories of responses were tested.

**3.3.2 Qualitative Analysis:** Thematic analysis was applied to the interview transcripts mainly revising the most emotional aspects revealed by the participants about PD. This analysis was a key element in that it helped to make the numbers more relevant and in a way it gave a context on the data, thereby creating an insightful information.

## 4. RESULTS AND DISCUSSION

### 4.1 Quantitative Data

The outcome of the numeracy analysis from 316 EFL teachers showed that teacher PD has significant positive effects on *Motivation*, *Self-efficacy*, and the level of *Job satisfaction*. The data gathered through questionnaires revealed some evident patterns that harmonize with the SDT principles along with SCT theory which were highlighted in the Literary review (Martin & Guerrero, 2020; Ryan & Deci, 2024).

**Table 1.** Statistical Overview of EFL Teachers' Motivation, Self-Efficacy, and Job Satisfaction Post-Professional Development

| Variable         | Mean | Standard Deviation | Range | Skewness | Kurtosis |
|------------------|------|--------------------|-------|----------|----------|
| Motivation       | .2   | 0.8                | 1-5   | -0.2     | -1.1     |
| Self-Efficacy    | .1   | 0.7                | 1-5   | -0.1     | -1.0     |
| Job Satisfaction | .9   | 0.85               | 1-5   | 0.0      | -0.9     |

Table 1 summarized the mean, standard deviation, skewness, and kurtosis of the data we collected on *motivation*, *self-efficacy*, and *job satisfaction*. Surprisingly, all three factors had slightly negative skewness values: *Motivation* with the value of -0.2; and -0.1 and 0.0 for *Self-efficacy* and *Job satisfaction*, respectively. A negative skewness suggested a distribution where there are more scores towards the higher end of the scale, but with a slightly longer tail towards lower scores. Table 1 showed a clustering of responses towards the higher end of the scale, with fewer towards the lower end. This distribution suggested that a majority of the EFL teachers felt motivated, confident in their abilities, and satisfied with their jobs, but there might be a small portion who reported lower scores. These statistics reflected a generally positive skew, indicating that most teachers experienced improved outcomes post-intervention, which substantiates the theoretical underpinnings of SDT concerning autonomy, competence, and relatedness, and SCT's emphasis on enhanced self-efficacy through experiential learning (Lazarides & Warner, 2020).

**Table 2.** Reliability Measures for Survey Scales Assessing Motivation, Self-Efficacy, and Job Satisfaction

| Construct        | Cronbach's Alpha | Item-Total Correlation | Average Inter-Item Correlation |
|------------------|------------------|------------------------|--------------------------------|
| Motivation       | 0.88             | 0.62                   | 0.71                           |
| Self-Efficacy    | 0.85             | 0.59                   | 0.68                           |
| Job Satisfaction | 0.86             | 0.60                   | 0.70                           |

Table 2 showed the Cronbach's alpha values for the scales used in our questionnaire value. An acceptable Cronbach's alpha value is generally considered to be between 0.70 and 1.00, indicating good internal consistency. In this study, the Cronbach's alpha values were all 0.8 higher (motivation: 0.85, self-efficacy: 0.83, job satisfaction: 0.87), indicating that the measures are reliable and appropriate for further analysis. The reliability metrics affirmed the internal consistency and validity of the instruments used to measure the constructs, ensuring that the scales accurately captured the intended variables.

**Table 3.** Correlation Matrix of Professional Development Impact on EFL Teachers' Motivation, Self-Efficacy, Job Satisfaction, and Experience

| Variable          | Motivation | Self-Efficacy | Job Satisfaction | Years of Exp. | Professional Dev. |
|-------------------|------------|---------------|------------------|---------------|-------------------|
| Motivation        | 1.00       | 0.75          | 0.80             | 0.27          | 0.72              |
| Self-Efficacy     | 0.75       | 1.00          | 0.77             | 0.25          | 0.69              |
| Job Satisfaction  | 0.80       | 0.77          | 1.00             | 0.30          | 0.70              |
| Years of Exp.     | 0.27       | 0.25          | 0.30             | 1.00          | 0.20              |
| Professional Dev. | 0.72       | 0.69          | 0.70             | 0.20          | 1.00              |

Data in Table 3 presented a strong correlation matrix for the main outcome variables in the survey. Specifically, PD was strongly correlated with *Motivation* ( $r = 0.68$ ,  $p < 0.01$ ), *Self-efficacy* ( $r = 0.65$ ,  $p < 0.01$ ), and *Job satisfaction* ( $r = 0.70$ ,  $p < 0.01$ ). These correlations suggested that as PD increases, so did increasingly the levels of *Motivation*, *Self-*

*efficacy*, and *Job satisfaction* among EFL teachers. The basic correlation matrix pointed out the strong positive relationship of a *PD*, *Motivation*, *Self-efficacy*, and *Job satisfaction*.

This study's results supported findings from Lee (2017) and Rezaee et al. (2018), where PD significantly correlated with higher self-efficacy and job satisfaction among EFL teachers.

**Table 4.** Regression Analysis Outcomes Detailing the Influence of Professional Development on EFL Teachers' Motivation, Self-Efficacy, and Job Satisfaction

| Dependent Variable | Coefficient | P-value | Confidence Interval |
|--------------------|-------------|---------|---------------------|
| Motivation         | 0.35        | <0.001  | 0.28 - 0.42         |
| Self-Efficacy      | 0.30        | <0.001  | 0.23 - 0.37         |
| Job Satisfaction   | 0.28        | <0.001  | 0.21 - 0.35         |

Table 4 presented the results of the regression analysis, where *Job satisfaction* was the dependent variable, and *PD*, *Motivation*, and *Self-efficacy* were the independent variables. The regression model showed that PD ( $\beta = 0.45$ ,  $p < 0.01$ ), *Motivation* ( $\beta = 0.30$ ,  $p < 0.01$ ), and *Self-efficacy* ( $\beta = 0.25$ ,  $p < 0.01$ ) were significant predictors of '*Job satisfaction*.' This indicated that increased PD activities, higher motivation, and greater self-efficacy contribute positively to job satisfaction among EFL teachers.

The regression tests also added to the discovery of the predictive power of PD, that was the significant and positive effect on PD outcomes: motivation, self-efficacy, and job satisfaction.

**Table 5.** Demographic Differences in Professional Development Outcomes among EFL Teachers

| Factor          | F-value | P-value | Effect Size | Post Hoc Comparisons |
|-----------------|---------|---------|-------------|----------------------|
| Age Group       | 5.12    | 0.004   | Medium      | Younger < Older      |
| Education Level | 4.95    | 0.007   | Medium      | Higher < Lower       |

Table 5 displayed the ANOVA results, which highlighted significant demographic differences in PD outcomes among EFL teachers. Specifically, there were notable differences based on *Age group* with the values ( $F = 5.12$ , and  $p = 0.004$ ), with older teachers reporting higher levels of PD outcomes compared to younger ones. The Effect size for this difference was 'medium' range. Similarly, *education level* also showed significant differences ( $F = 4.95$ ,  $p = 0.007$ ), with teachers having a lower education level reporting higher PD outcome compared to those with a higher education level. The effect size for this difference was also reported as 'medium' one.

ANOVA results indicated significant demographic variations, suggesting targeted PD strategies might have been necessary to accommodate different age groups and educational levels, as also supported by Barghani (2021) who found variability in motivation linked to PD engagement.

## 4.2 Qualitative Data

Qualitative interviews provided deeper insights into how PD influences EFL teachers' daily experiences and overall job satisfaction. Thematic analysis revealed themes of enhanced motivation and engagement, increased self-

efficacy, and greater job satisfaction, aligning with the quantitative findings.

#### **4.2.1 Enhanced Motivation and Engagement**

Teachers mentioned that being involved with the PD increased their interest toward their students thus made fulfilling their need for competence and relatedness as the SDT suggests (Ryan & Deci, 2024). Teachers also noted, as PD had renewed their teaching practices and reinstated their confidence in being teachers. As one colleague put it, "*PD activities offers the chance to colleagues and myself to be more connected to the EFL teaching community and dedicated to maximizing my teaching methods.*" This experience, having been expressed by another one, "*PD has taught me things that have made me even better as a teacher and I am more enthusiastic about the teaching responsibilities.*"

#### **4.2.2 Increased Self-Efficacy**

Teachers communicated that a growth in confidence and ability in dealing with classroom obstacles were among the praises from their PD experiences. Lastly one participant claimed: "*However, after participation in a series of PD sessions on focused topics, I feel more respected, qualified and competent in my ability to use of modern teaching strategies*".

This major factor of elevating the self-efficacy level originated from an important aspect of the classroom management and addressing the diversified student needs. Numerous members revealed that their attitude towards the application of the new teaching methods was becoming more positive after the PD workshop, in line with Jeon (2022) who claimed that targeted training sets the stage to boost instructors' sense of self-efficacy.

#### **4.2.3 Job Satisfaction and Professional Fulfillment**

Interviews disclosed that continuous PD had an positive impact on happiness of EFL teachers. A colleague who taught the 12<sup>th</sup> grade in a TESOL community shared, "*During the time that we joined a PD activity, I received overwhelming support and recognition. This made me feel valuable and truly happy about my job*". Another teacher also agreed that PD enabled them to keep himself from being frustrated and continuing his commitment to teaching the school by saying, "*Being in PD brings job satisfaction to me and professional commitment too*".

Continuing PD was also most mentioned as pertinent motivator that contributes to job satisfaction, which is in line with the SCT concept that self-efficacy determines the overall performance and satisfaction at job (Bandura, 1986).

Instructional observations, questionnaires, and interviews of teachers, in conjunction with the quantitative data, gave a complete picture of how PD had impacted teachers from the EFL context, showing substantial changes in professional norms as demonstrated by increased motivation, professional feelings, and general satisfaction with their work.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

The results from this study directly indicate that PD is very effective in producing a great deal of positive change in EFL teachers' professional motivation, self-efficacy and job satisfaction. Both the number and confidence of teachers appear to increase, as well as their overall job satisfaction, when they undertake a PD activity that steers them on a structured path. These contributions have great value as

they not only support the individual teacher to grow but also help raise the level of the quality in education and effectiveness.

Likewise, this study shows one more time how crucial it is to have a comprehensive and up-to-date PD plan in place. Ongoing learning opportunities that are unwaveringly consistent with the evolving educational environment and the teachers' needs should be in place to make the positive impact lasting and much more effective. Apart from that it is the circle of voluntarism created by self-efficacy and satisfaction from the job that makes the teachers even more relevant and important for the education system to keep on prospering.

In addition, the research outlines the strategic effect of PD in school upgrading initiatives. PD is a catalyst which through the improvement of teacher skills and increasing the satisfaction among teachers brings about a broader improvement in education, and creates a positive effect on teaching methodologies and student outcomes. Local setting adaptation of PD makes it even more effective, increasing its power as a means of shaping educational process globally.

Considering the consequences of this study, educational officials and policy makers should put more effort into improving the creation and implementation of professional learning programs. These initiatives are geared not just towards improving teaching techniques, but also towards broadening teachers' PD and satisfaction, thus, increasing their effectiveness finally.

## 5.2 Recommendations

### *For Educational Policy and Implementation:*

1. *Strategic Planning for PD:* EFL teachers' PD is a well-thought-out element and educational leaders should devise and

implement PD initiatives in a way that is appropriate, both for the teachers, and for the system.

2. *Inclusive and Adaptive PD Programs:* Incorporating diverse teaching scenarios with respect to teacher's professional experiences into the PD programs will facilitate the practice of an inclusive and pertinent content.
3. *Feedback-Driven Iteration:* Build a continuous improvement process by working with participants for gathering their students' feedback periodically for both improving the quality and long term impact of PD programs.
4. *Supportive Infrastructure for PD:* Infrastructure support for PD should be built, and then it should be maintained. This will involve a wide range of support from logistical, financial and even emotionally oriented.
5. *Comprehensive Longitudinal Studies:* Support and finance longitudinal researches to monitor the growth trajectory of teachers after being trained as well as to evaluate the educational outcomes in diverse settings.

## 5.3 Future Research

Future studies should focus on identifying the specific elements of PD programs that are most effective for different types of EFL teachers. Additionally, exploring the role of cultural, economic, and policy contexts in shaping the effectiveness of PD will provide valuable insights for global education strategies.

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## APPENDIX

<https://forms.gle/NZzYxqdEzEF4ZBa87>

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# NGHIÊN CỨU TÁC ĐỘNG CỦA VIỆC PHÁT TRIỂN NGHỀ NGHIỆP LÊN ĐỘNG LỰC, SỰ TỰ TIN VÀ SỰ THỎA MÃN TRONG CÔNG VIỆC CỦA GIÁO VIÊN TIẾNG ANH

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## THÔNG TIN CHUNG

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## TỪ KHOÁ

*Giáo viên Tiếng Anh;*

*Sự hài lòng trong công việc;*

*Động lực;*

*Phát triển chuyên môn;*

*Năng lực tự thân.*

## TÓM TẮT

Nghiên cứu này khám phá tác động của các chương trình phát triển chuyên môn đến động lực, khả năng tự đánh giá hiệu quả và mức độ hài lòng trong công việc của giáo viên dạy tiếng Anh như một ngoại ngữ. Mục tiêu là tìm hiểu xem những chương trình này có thể cải thiện hiệu quả công việc của giáo viên hay không. Để thu thập dữ liệu, phương pháp nghiên cứu kết hợp cả định lượng và định tính đã được áp dụng. Trong đó, 316 giáo viên đã tham gia điền vào biểu mẫu khảo sát và 8 người đã được phỏng vấn sâu. Kết quả nghiên cứu cho thấy có mối quan hệ tích cực giữa việc tham gia vào các hoạt động phát triển chuyên môn và sự gia tăng động lực, khả năng tự đánh giá hiệu quả và sự hài lòng trong công việc. Nghiên cứu cũng phát hiện ra rằng, những hoạt động này mang lại nhiều lợi ích cho hiệu quả công việc của giáo viên, đặc biệt là trong việc nâng cao khả năng tự đánh giá hiệu quả và mức độ hài lòng công việc. Ngoài ra, nghiên cứu cũng nhằm mục đích tìm hiểu các tác động lâu dài và xác định những yếu tố cụ thể trong chương trình phát triển chuyên môn giúp nâng cao hiệu quả của chúng.